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ABSTRACT

The 1969-70 Leeward Cultural Exchange program described in this report involved a 2-week exchange between 20 grade-5 students of Leeward Oahu, Hawaii, and 24 grade-5 students from the Toyei Boarding School on the Navajo Indian Reservation in northern Arizona. In the report, the program objectives are listed along with a statement of organizational policy. Implementation of the program is described in the areas of staff and student selection, Hawaiiana classes, the student logbook used, chaperones, itineraries, and financing. Included in the evaluation of the program are recommendations for future exchange programs and major results of the program. Also included are copies of the financial report, the program proposal, the pre- and post-tests, and a completed student logbook. (PS)

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THE HAWAII-NAVAJO EXCHANGE PROGRAM

HAWAII TEACHER CORPS PROGRAM
UNIVERSITY OF HAWAII

LEEWARD DISTRICT OFFICE, DEPARTMENT OF EDUCATION/
STATE OF HAWAII 1970

THROUGH CULTURAL EXCHANGES, UNDERSTANDING CAN TAKE PLACE. THROUGH UNDERSTANDING.....TRUST, RESPECT, AND HOPE CAN BE CULTIVATED.

RC 005934

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INTRODUCTION

"What do you call da-kine porcupine grass?"
.....Waynette Ha'o

"The Indians woke me up in the morning because they were friends with us.....We played snow fight".
.....Robert Kekahuna

"When I woke up in the morning at the Boarding School, it was snow".
.....Maria Tuilaepa

"Snow is like a sheet on the ground".
.....Brian Amina

"Indian boys make their snowballs hard and when they throw, it really hurts".
.....Ivy Joseph

"Arizona must be far from the beach, yah?"
.....Jeffrey Saragosa

"I like the snow and the Indians were real nice".
.....Derek Yamada

"The hogan had mud on top with wood and the lady was weaving and she was an old lady. She showed us how to weave".
.....Ivy Joseph

"Plenty girl friends I got...one at home, three here".
.....Kalani Hirakawa

"I don't want to go home,...the children here are so nice to me. I'll miss them and they don't want me to go either"
.....Johnetta Lopez

PREFACE

The following is a report of the 1969-1970 Leeward Cultural Exchange, based on individual reports submitted by 81 per cent of the chaperones who participated in the program. It includes sections concerning a summary of the program, organization, implementation, objectives, evaluation, recommendations, the project proposal, and the logbook, as well as broad guidelines to assist others in setting up similar programs.

A committee composed of Kenneth Brewer, Cecil Dotts, Annette Hikichi, Edward McGrath, Karen McGrath, and Ray St. Germain compiled and edited this report, which is mainly concerned with the participation of the Hawaiian students and adults while en-route and visiting the Toyei Boarding School on the Navajo Indian Reservation in Arizona.

It should be noted that the Leeward Cultural Exchange has adopted other names and is often referred to by its abbreviation, the LCE and the Hawaiian-Navajo Cultural Exchange; funds were also solicited by a television station under the name Operation Opportunity, all of which mean the same.

Acknowledgements are made to the officers of the LCE: Ray St. Germain, 1st Associate Director; Kenneth Brewer, 2nd Associate Director; Karen McGrath, Secretary; and Carol (Kido) Burke, Treasurer; who constituted the nucleus of the LCE and who donated many tedious hours to make the program a success. I am also very grateful to a hard-working committee of fellow Teacher Corps members including: Tim Rynkofs, Lorraine Kong, John Burke, Steve Karass, Charlotte Tokuda, and Diane Ott. The assistance from Cecil Dotts, Associate Director of Hawaii Teacher Corps, and Annette Hikichi, Teacher Corps Team Leader was sincerely appreciated. Faith Meyer developed an entertaining and informative program of Hawaiiana. The community representatives who participated in the exchange included: Mr. Kealii Flood, Mrs. Clyde Teves, Mrs. William Adams and Mrs. Luhea Heath. A special note of thanks goes to Mr. Joseph Martin, photographer for the program, and Mr. Bob Krauss, staff writer, of the Honolulu Advertizer. Another special thank you goes to Mr. Robert Moore, Principal of Waianae Elementary School, and Mr. Rafael Christ, community coordinator, who both assisted with the program.

I also thank the hundreds of unmentioned people who participated in the development of this Exchange Program ----- those who gave innumerable hours working-----and those who so generously provided the funds to make the exchange possible.

Lastly, I thank the twenty children who were the first participants in the Leeward Cultural Exchange, and who made it all worthwhile:

WAIANAE

Jay Silva
Ivy Joseph
Derek Yamada
Valerie Hopfe
Johnetta Lopez

NANAIKAPONO

Daniel Davis
Herbert Brown
Maria Tuilaepa
Miriam Waialae
Ramy Rodrigues

MAILI

Brian Amina
Crystal Rhine
Robert Kekahuna
Chauncey Murakami
Hermandine Estrella

MAKAHA

Jerret Rita
Karen Lindsay
Waynette Ha'o
Kalani Hirakawa
Jeffrey Saragosa

Edward J. McGrath Jr.
DIRECTOR, Leeward
Cultural Exchange

PROJECT SUMMARY

The program involved a two week exchange of culture between students of Leeward Oahu, Hawaii (approximately 35 miles Northwest of Honolulu) and the Toyei Boarding School on the Navajo Indian Reservation in Northern Arizona. The two groups experienced traveling, attending each other's schools, and sharing two unique cultures. See the appendix for project proposal, which gives complete details.

The project was initiated and developed by Edward J. Mc Grath Jr., a Teacher Corps intern of Waianae, Oahu, who assumed overall direction for the development of the program. He sought a co-director for the program in his friend, Craig O. Thompson, also a Teacher Corps intern, on the Navajo Reservation of Arizona. One of the basic purposes of Teacher Corps is to initiate new programs which can be continued by the communities after Teacher Corps interns complete their service in that area. Both the Leeward Cultural Exchange and the Navajo Cultural Exchange lend themselves to this purpose.

In order to expand and develop this first concept, help was enlisted from other Teacher Corps interns and a VISTA volunteer. As plans progressed for the exchange, drafts of the proposal were presented to Teacher Corps administrators and interns as well as school personnel. For the program to be implemented, it first had to be approved by the elementary school principals of the Waianae Complex, where the program would be taking affect in the elementary schools. Approval in principle was given December 15, 1969 and final approval of the seventh draft was granted January 5, 1970, with the condition that funds would be raised by February 27. Financing was completed and twenty children of Hawaii visited Arizona March 18 to April 2, 1970; twenty-four Navajo children visited Hawaii April 23 to May 6, 1970. Actual implementation according to the proposal started with the beginning of the trip.

PROGRAM OBJECTIVES

In a program of such magnitude there were many objectives. Some are listed here, but all of them can be found in the proposal under the sections of "Project Itinerary and Educational Objectives", "Program Goals", and "Program Objectives".

A broadening of understanding and appreciation of another culture not only by the children going to the new environment, but by children and adults in both communities.

Objectives in preparing for the trip:

- Increased learning about Hawaii and Hawaiiana and increased ability to show things and demonstrate things about the culture.
- Learning about Navajo history, geography, language, and customs.
- Improving the ability to speak clearly, distinctly, and fluently.
- Learning to use a kit of resources (camera, logbook, etc.).
- Learning new aspects of living not yet experienced (riding a jet, visiting the mainland, etc.).

Follow-up objectives:

- Identify any misunderstandings that may have developed on the trip and plan ways to clear these up.
- Identify experiences that relate specifically to the curriculum and plan ways to integrate these into the curriculum.
- Involve children in the four elementary schools in the follow-up.
- Inform the community regarding the trip.
- Use the film (when complete) as an educational tool.

The exchange was carried out in a way consistent with public education. Following is a quote from the Department of Education's "Master Plan for Public Education in Hawaii" 1969: "The school system will provide the pupil with experiences in which our culture is studied in relation to other cultures of the world.".....page 51. Although the Navajos are American citizens, their culture is distinct and has many similarities as well as differences with the Hawaiian culture. The actual experience of having an exchange with Navajos and Hawaiians was consistent with this objective of the Master Plan.

The following are quotations from the Hawaii Department of Education's "The Foundation Program" 1969: "The Student Activities Program is that portion of the curriculum which is outside the regular class schedule....It is designed to provide learning experiences which meet individual needs and develop desirable skills and attitudes in less formal settings." "The purpose....is to complement, extend and reinforce the learnings provided by the formal class program."....page 38. On page 39 objectives of the Student Activities Program were detailed. The following were expecially applicable to the Leeward Cultural Exchange: "Provide opportunities for the understanding and practice of desirable social relationships." "Affords experiences which utilize the various modes of communication." "Provides opportunities for students to engage in less structured activities which encourage initiative, self-direction, and creativity." "Establishes understanding and respect among individuals and groups regardless of race, religion, economic status, and ability." "Widens student contacts with other schools, communities, and nations and increases concern for issues and problems."

These Master Plan and Foundation Program statements were published about the same time the LCE was developed during the fall of 1969. The quotations above and the exchange objectives are closely related.

ORGANIZATION

The Master Plan for Public Education in Hawaii states that, "the whole field of organization planning is unsettled and somewhat in turmoil. There are no crystal-clear answers that can provide a plan that is made to order for DOE and that will permit it to operate in an optimum fashion..... New thinking and creativity as to how best to structure people within an organization is required." .....page 84.

This quotation distinctly applies to the organization of the LCE as it was a program involving new thinking and creativity. The organizers of the LCE developed the idea and carried it through because they had confidence in the plan and in themselves. Through much hard work, the cultural exchange evolved into a viable program. New media are now being explored so that the cultural exchange idea will continue.

IMPLEMENTATION

Selection

As the program developed, officers for the LCE were selected. They were selected on the basis of ability and interest in the program from the group that had already helped develop the first drafts of the proposal.

The LCE Advisory Council composed of Cecil Dotts, the Hawaii Teacher Corps Associate Director; Edward McGrath, the LCE Director; Robert Moore, Waianae Elementary Principal; and Rafael Christ, a community representative, was formed to coordinate the program with the community and schools.

In addition to three interns that were already officers, one Teacher Corps intern from each of the four participating schools was selected for the position of chaperone. This selection was made by the officers according to indications of interest and willingness to act as chaperones.

At the suggestion of the principals, the following were added to the original group going to Arizona: A Teacher Corps Team Leader to act as a chaperone and to aid in the preparation of the program evaluation, one community representative from each of the four school communities to act as chaperones and liasons to the communities, and an administrative advisor. The Advisory Council selected the team leader, the administrative advisor, and three of the community representatives. (One representative was selected by a committee at that school.)

In addition to the adults, five fifth grade students from each of the four elementary schools in the Waianae Complex were selected for the Exchange.

At three of the four schools, a selection committee composed of the school principal, Teacher Corps interns, community representatives, and a fifth grade teacher selected students on the basis of eligibility standards in the proposal and teacher recommendations. Applicants for community chaperones were referred to the Advisory Council who made that final selection. These procedures were in accordance with the program proposal.

At the fourth school, final selection of both students and community chaperone was made by a selection committee with no Teacher Corps representative. These selections were made late and were contrary to the proposal outline. This deviation from the proposal was allowed by the District Office.

Hawaiiana Classes

A series of Hawaiiana classes was set up for all children and adults participating in the exchange. The classes met at Nanaikapono School Monday and Wednesday from 3:00 to 4:30 for 15 class meetings. Students from the other school areas were driven to and from the classes by the Teacher Corps interns at the respective schools. Under the leadership of Faith Meyer, these classes gave the participants a better understanding of Hawaii and its culture by preparing the children to give an hour presentation of Hawaiian dances and songs while in Arizona. The classes also included lessons concerning Hawaiian history by guest speakers.

Logbook

A committee of adult chaperones developed a logbook for students, to guide their learning experiences on the trip. It also served as a written report of the trip. Information about the Navajos and places that were to be visited were included along with structured worksheets and sections for creative activities. (See logbook).

An orientation was presented to the chaperones for explanation of logbook use. The logbook was considered a tool to guide learning experiences rather than a test of how much factual material was learned and retained. Chaperones were expected to work with their assigned children in completing the logbook so that optimum learning might occur. In working with the students, chaperones were encouraged to adjust logbook activities to allow for individual differences in reading and comprehension. Finally, provisions for student initiated activities in the creative sections were made to accommodate for individual preferences.

Role of the Chaperone

It was recognized early in the planning that fifth grade children would need close supervision during the trip for health, safety, and educational value. Therefore, each chaperone was assigned one or two children for 24 hour per day guidance from the time of departure from Waianae until their return.

The chaperone's role was that of advisor, counselor, and educational guide. Another important part of the chaperones role was to act as a substitute parent to provide love and attention to the student.

Itinerary-Schedule

The participants met at Waianae Elementary March 18 for the bus ride to Honolulu Airport and departure from there via Continental Airlines. Many parents, community people, Teacher Corps members and school administrators, as well as newspaper reporters, photographers and TV cameramen were on hand to give a royal send off. The group arrived in Los Angeles, breakfasted and boarded Continental Trailways Bus for a long trip to the Navajo Reservation. The point of destination, Toyei Boarding School, in Northern Arizona, was reached by 2:30 am. The first morning at the Boarding School brought snow and a new experience for the students. With minor adjustments to the itinerary because of snow, time limitations or funds, the schedule was carried out as planned. (See proposal itinerary.) Besides visiting the places mentioned in the itinerary, the students ate and lived with the Navajos, visited their hogans, and developed friendships. They also met Hopi Indian children, witnessed Hopi Kachina dances and traveled through three states.

Financing

The total budget for the LCE was $8,959.30. It was expected that financing would be the most difficult aspect of the project as well as the most time consuming, both of which proved true. Total funding of the program was reached only three weeks away from the actual trip. The majority of funds came from private donations of individuals and businesses throughout the State of Hawaii. Following is a financial report and major list of contributors.

FINANCE REPORT

CONTRIBUTIONS:

Frear Elemosynary Trust	$ 1,000.00
Juliette M. Atherton Trust	1,000.00
Collections by Richard Boone	800.00
Act 299	600.00
Samuel N. and Mary Castle Foundation	250.00
Car Wash (LCE participants	400.00
CONTRIBUTIONS FROM HAWAII RESIDENTS	5181.21
	$ 9,231.21

EXPENSES:

Printing of envelopes, information sheet and pledge form	$ 33.54
Stamp purchased for mailings	30.00
First payment for film	1,200.00
Insurance coverage (all participants)	113.10
Children's allowance for Disneyland	40.00
Reimbursement for supplies (paper, dittos, mimeo masters, carbon paper)	66.96
Meals on trip	305.50
Miscellaneous (12 gloves, cold medicine 350 post cards, gasoline, art paper, paint	124.50
Transportation (Air and Bus)	6,063.42
Transportation (Bus from Waianae Elementary school to Honolulu Airport)	50.00
Final payment for film	800.00
Printing of LCE stickers (luggage)	7.28
Packaging of donated printing for Navajos	10.00
Expenses while Navajos visited Hawaii (potluck dinner, luau, refreshments, pictures)	44.04
	$ 8,959.30

Estimated total Budget (per proposal)	$ 8,401.65
Total Contributions	9,231.21
Revised budget	8,959.30
Balance (June 10, 1970)	271.91

Carol (Kido) Burke
Carol (Kido) Burke, Treasurer

Robert Moore, Principal
Waianae Elementary School

CONTRIBUTORS

Post cards were received by the following contributors from the children participants of the LCE.

Joyce Dress Shop
M. Nii Tailor
Orita's
Paul's Snack Shop
Nitta & Rita Beauty Shop
Carousal Beauty Salon
Maili Chevron Service Station
Dr. Cecil Dotts
Samuel & Mary Castle Foundation
Juliette M. Atherton Trust
Flo Pell
Annette Hikichi
Mr. and Mrs. James Kau
Target Sales, Inc.
Shirley Muraoka
Maili Elementary School PTA
Elizabeth Bastiani
Phyllis Henry
Dillingham Corporation
Pearl Harbor Volkswagen, Inc.
Fukuoka Inc. Pearl City Tavern
Salli Pasco
Dan Ostrow Construction, Inc.
Florence McPeek
Girls Scout Troop 285
Jeanette M. Tom
Telecheck International Inc..
Honolulu Gas Co. Ltd.
Miriam Paisner
Elizabeth Pettit
San Diego K. Watai
Resident
L. Torii
Carita F. Rodby
Waianae Businessmen's Assoc.
Lulu T. Greenwell
Keith S. Abe
Eleanor A. Plymate
Mrs. G. E. Whittemore
Xi Alpha Chapter
Hawaiian Cement Corp.
Competition Motors
Diversey Corp. Ltd.
W. W. Smits
Cynthia Buck Geiser
Maluhia Lutheran Church
Ruth Ann Rasmussen
Senator and Mrs. D. Inouye
Donald Ching
Frances Shomura
Florence Sperry
Waianae Methodist Church
Senator Fong
Harriet S. Nishiguchi
Helen Strubbe
Marjorie Gaza
Mr. and Mrs. Felzer
Mary A Shively
Mr. and Mrs. K. Matsuura
Miriam E. Bacon
Jane Holden
Carol Davis
Katsumi Uyemura
Margaret Henry
Sandra Yeats Ross
George Bunton
Elsie Elliott
H. Masaki
Robert Moore
Marion Horie
Maili Community Assoc.
P. Grace
Linda A Yasuda
Dana Gallgher
Elearno Kama
Mr. and Mrs. Ott
Kathy Dolan
Mr. and Mrs. Allan F. Saunders
Nancy Wambach
Jean Imamoto
Anne B. Wells
Mr. and Mrs. J. Fernandez
Mr. and Mrs. Alfred Luam
Mr. & Mrs. Lester Foo
Dorothy duM Gill
Beth L. Hemphill
Marjorie E. Overton
Mr. & Mrs. S. Rynkofs

Torlef Nelson
Mrs. Don Peloquin
Mary George
Waianae Elementary PTA
Gene De Karske
Patsy T. Mink
Waianae Baha'i Spiritual
S & L Enterprises
Leeward Auto Parts
Mr. & Mrs. Robert Floyd
Grolier Interstate, Inc.
Beverly L. Chapman
Mr. & Mrs. R. Elliott
Mr. & Mrs. S. Snodgrass
Mr. & Mrs. S. Ford
Stan Graff
Domingo Los Banos
Lammy Ching
Leeward Enterprise, Inc.
Arlene Shigemasu
L. Katherine Dela Pena
Mrs. Docom
Richard Tamanaha
Mr. & Mrs. R. Pickett
Diana Ballinger
Chalotte Sakai
Councilman Matsumoto
Waianae Lions Club
Mr. & Mrs. K. Shishido
Penney S. Sutton
Mr. & Mrs. Joseph Carter
Ernie Chun
Senator Yoshinaga
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M. C. Mains
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Don Ho
Richard Boone
Eugenia Perry
Mr. and Mrs. G. Wylie
Winifred Bowman
Virginia F. Dennis
Muriel Bergstrom
Island Federal
KHVH Radio and TV
Mr. & Mrs. Larry Kuriyama
Spencecliff Corporation
Mr. & Mrs. F. Wong
Mrs. Ralph Onzuka
Mr. D. R. Neill, HCHA
Mr. & Mrs. Philip Kong
Cathy Alipio
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Georgette Kalilekani
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John Bowen
Marian Whitaker
Governor John A Burns
Senator Eureka Forbes
Senator Anderson
Mr. and Mrs. Burger
Dough Bruckner
Jim Becker & Doug Mossman
Don Robbs
Mr. Jack Fox
Washington Intermediate School Teachers
Continental Airlines
Jacinth C. & Emily A Picadura
Susan C. Erwin
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Mr. & Mrs. Daniel Ching
Mr. & Mrs. Evan C. Lambert
Mr. & Mrs. Hiroshi Oekawa
Mr. & Mrs. Kenichi Yetsuji

EVALUATION

It took nearly five months between the presentation of the original draft to the principals until the final proposal was approved. The proposal was approved only seven and one-half weeks before the students were to leave for Arizona.

The program could not be widely publicized nor could there be solicitation of funds until final approval of the principals, the district office, and the Department of Education. Many trust funds would not (and could not be expected to) commit financial aid to a program so tentative. Consequently, much of the money needed to meet the budget had to be raised in a very short time.

The LCE was intended to serve as a model for an annual program. (See proposal, Future Programs). It is hoped that community people will take on a great deal of responsibility for implementing the program in future years. This year the community was not involved in planning, nor adequately informed nor oriented about the program in the early states due to restraints by the principals in regard to publicity. The program undoubtedly would have profited by more active participation of the community from the very beginning. Once the LCE was allowed to inform the community, many residents did assist the program.

Recommendations:

- The schools and the community should be cooperatively involved in developing as well as implementing the program. The community should be involved in the program from its inception. A committee of community residents should be organized to carry out the program.
- The principals should approve or disapprove of the exchange in the idea stage, rather than prolonging approval for five months. The principals, upon approval of the idea stage, should give the committee of community residents a person from their staff to work with them in preparing the proposal and coordinating it between the schools and community.
- The first proposal should be presented to the principals by September 15. The final draft with recommendations from principals, advisors, and district office should be approved within one month. This will allow for adequate

time for implementation.

- The principals and the district office should be actively involved in all phases of organization and implementation of the project. There should be close coordination with the District Superintendent.

- The written proposal is an important key to success of any program. It should be written thoroughly, including all areas that were covered this year, especially the educational objectives.

- Once the proposal is approved by the principals and the DOE, it should be followed and supported by all effected.

- Participation in the program by the various schools should be made contingent upon compliance with regulations and time schedules outlined in the proposal.

- Financing of the program should be assumed by a predictable source (other than total solicitation).

- This year the principals suggested the exchange be scheduled during Easter Vacation. In the future, it should not be scheduled during any vacation. It is a worthwhile educational experience; therefore, children and adults should not have to sacrifice their vacations to participate.

- Publicity should be released early, and should be widespread. A columnist such as Bob Krauss should be asked to become involved, as he can inform the entire state and nation. Other newspapers should also be sought to cover the program. TV coverage should be solicited early.

- The principals should allow and encourage teachers at the various schools to participate in the project by using bulletin board displays, movies, books, etc. Teachers should also plan lessons of activities for when the visiting students participate in their class.

- The officers of the program should have specific responsibilities as agreed upon among themselves. For example: The Director should be overseer of all areas, and representative of the exchange at all functions. Jobs such as speaking engagements, newspaper and TV coverage, funding, etc., should be divided between the Director, 1st Associate Director, and 2nd Associate Director. The recording secretary should develop and write the proposal with the help of the other officers, type the logbook, record and type minutes of all meetings, type agendas, health forms, and permission releases. The corresponding secretary should work closely with the person or committee soliciting funds and take care of all necessary correspondence there such as sending out proposals with cover letters. Proposals should be sent to trust companies, large foundations, and big businesses. She would also write thank yous and type letters answering questions in regard to the exchange. The treasurer should work closely with one of the elementary schools, and deposit all funds in a school account so that a tax-exemption can be maintained. The treasurer should also apply for a post office box and collect checks and donations from it.

- Committee meetings should be called as needed, rather than scheduled, but should allow for at least three days advance notice.
- All officers should keep in daily contact in order to keep current with the activities of the exchange.
- When officers and committee members deal with businessmen, it should be remembered that telephone contacts save the time of busy business executives for routine questions. However, when meetings are requested, personal contacts make lasting impressions and are very important.
- All officers and committee members should keep a log of their activities and reactions to the program. Such a log would ease the difficulty of recalling work involved and reactions to the program. It would also form the basis for future evaluations.

Selection of students was handled somewhat differently at all four participating schools. Allowing for differences of the individual principals, slight deviations or additions to the proposal should be expected. However, one school made marked changes in the selection process as outlined in the proposal. The LCE officers agree that once a proposal is approved by the principals and district office, it should be closely followed.

A few of the students selected had previous travel experience on the mainland. One student had been to the mainland several times and had visited Disneyland three times previously. The committee believes that preference should have been given to students who had never gone to the mainland, as a large number of students in the Waianae area probably will never have an opportunity to visit another State.

Community residents and chaperones were selected by the Advisory Council, except at the fourth school, where selection was made by a special committee. The chaperone from the fourth school was very conscientious; however, the LCE committee felt all community residents should have been selected by the Advisory Council as outlined in the proposal. One chaperone selected by the Advisory Council was a college student and was particularly adept in working with children.

In comparing the individual reports from the various community residents and chaperones, it was evident that the adults viewed their roles differently. Some chaperones wrote that other adults exhibited too much of a supervisory role, thereby jeopardizing the development of closer personal relationships with the students. On the other hand, others were critical that some adults did not give the students enough guidance or supervision.

Thirteen of the nineteen adults accompanying the children acted as chaperones. Six adults had a one to one ratio with their students; seven adults had a one to two ratio. An additional six adults were assigned special areas and did not supervise children. These included the Director of the Exchange, who coordinated meetings, sight-seeing, food, housing, safety and travel with the Toyei Boarding staff. The General Advisor went along at the request of the principals. The Hawaiiana teacher was solely responsible for performances and displays about Hawaii. The newspaper reporter went on the trip at his own expense and wrote articles about the children and the trip. Such reports were mailed to Hawaii and published so that the public could follow the activities of the children and learn about the culture of the Navajos. The photographer made a movie of the trip. The photographer's assistant was in charge of sound effects for the movie. In the future, the Director should not chaperone a child because of the numerous details in coordinating such a program. However, all other adults except the photographer could easily act as chaperones, thereby decreasing the number of adults needed for the program.

Recommendations:

- Selection practices should be more uniform and include specific eligibility requirements for students.

- Only children that have not traveled outside of the State should be eligible.
- The adult chaperones (or community representatives) should all be chosen by the Advisory Council.
- There should be at least one month's publicity about applications for community representatives. Notices should be posted on bulletin boards and ads run in local newspapers.
- Community members should be selected before the children, so that if needed, they can be called upon by the school selection committee to help with selection of students.
- There should be at least a week of screening applicants for all positions; interviews with finalists should be mandatory.
- In screening applicants for chaperones, the Advisory Council should select adults that work well with children and accept responsibility. Adults who feel that the trip is a vacation should be screened out.
- Since the LCE had a successful experience using a college student as a chaperone this year, future selection committees should also consider college students.
- Meetings for parents of the student participants should be held both prior and after the trip to answer any questions.

Hawaiiana classes proved to be valuable to both students and adults. These classes provided an apportunity for all participants to get acquainted. They also provided the opprotunity for interpersonal relationships to develop between students and adults, so that group identity was apparent by the time the actual trip started.

Both students and adults appear to have gained very little from the lectures by guest speakers. In most instances the lectures were too long and the material too abstract for the students to comprehend.

Recommendations:

- The Hawaiiana teacher should be selected early in the year so that she can have adequate advance time to prepare lessons and gather material.

- The Hawaiiana teacher should also serve as a chaperone for several children.
- Several chaperones should be asked to help the Hawaiiana teacher in preparing exhibits for displays and assisting with the program.
- The Hawaiiana presentation should be approximately 30 minutes and consist of the same type of songs and dances.
- Several dress rehearsals should be held before leaving the island and only one rehearsal upon reaching the trip's destination.
- Chaperones and parents should start working on costumes the first week of the preparation classes to avoid the last minute rush.
- Classes should be called Preparation Classes rather than Hawaiiana Classes, as they deal with all phases of preparing for the trip.
- Preparation classes should be one hour, held twice weekly for a period of time at the discretion of the Hawaiiana teacher so that all lessons can be included.
- Guest speakers should be kept at a minimum so as not to destroy the continuity of the Hawaiiana curriculum and relationship with the Hawaiiana teacher. Guest speakers should be invited only when they contribute to the program objectives, and they should adapt their presentations to the level of the children.
- Preparation classes should include time for students to make up learning centers about Hawaii to be set up in the library of the host shcool. The teachers at the host school could book half hour to one hour time blocks to take their children to learn about many aspects of Hawaii. Various centers would be set up about customs, food, dances, songs, Hawaii today, etc., which would all be explained by the student participants.
- After spending a week at the learning centers during school time, the visiting students could spend 2 to 3 days in one class for an entire day. In this way the student would be integrated into the host classes and attend school as a regular student.

- More time should be allowed in the Preparation classes to orient the students as to what and how they will present information about their trip to their fellow classmates upon their return.

The logbook proved to be effective as a reinforcement for the children's learning experiences. Most chaperones did not find it difficult to motivate students to work in the logbook, as the students appeared interested in the activities throughout the trip.

Differences in reading comprehension and other related skills were apparent, thus expectations on the part of the chaperones were adjusted accordingly. As no grading of a any kind was involved, the students who were low achievers did not appear to be frustrated.

Much research was done to prepare the individual lessons in the logbook, especially those involving places that were to be visited. Upon arrival in Arizona, it was found that several of the tours listed in the proposed itinerary and in the logbook had been canceled. Other tours and activities had to be substituted or added. This made the logbook superfluous in some areas and bereft of information in others.

Recommendations:

- The format of the present logbook should remain the same.
- Although some last minute changes in the itinerary are probably unavoidable, the itinerary should be confirmed as much as possible before the logbook is published.
- An orientation to the logbook should be included during meetings held prior to the trip.
- Chaperones should be encouraged to adjust the logbook to student ability, and should assist the students in its use.
- Chaperones should spend time in a quiet place (home or library), free from the distractions of the group to work on the logbook.

In rereading the objectives the committee felt that the LCE was an unqualified success. The LCE certainly did bring unique experiences to the children that participated. Not only the children, but the parents and other adults in both communities now have a better understanding of the other culture and state. Much was learned about similarities as to legends, superstitions, beliefs, and problems of the two cultures. The children also broadened their knowledge about Hawaii, through the many songs and dances they learned for their performance. In practicing for the performance during the trip, each child showed considerable improvement in poise, dancing, speaking ability, confidence and self-image. At first the children were shy, but by the end of the trip, the group would dance and sing for anyone requesting it. Additionally, each child had a camera, along with a logbook and kit with pencils and crayons. The children did draw and write stories. They did visit the Navajo classrooms. Almost all the Hawaiian children now have several pen-pals as a result of the exchange. Many letters go back and forth between the Hawaiian and Navajo students, and this is particularly encouraging because it has motivated former non-readers and nonwriters to participate. On the sightseeing trips the children had many more experiences. Perhaps the first was the jet flight from Honolulu to Los Angeles. Many had been to neighbor islands, but for the majority this was the first trip outside their state.

The bus trip from Los Angeles to Toyei provided another unique experience for the children. Upon arrival in Arizona the children visited the Navajo hogans, saw Navajo women weaving rugs, and learned Navajo words. They hiked to the bottom of Canyon De Chelly, explored the White House Ruins of the Anasazi Indians and toured the Navajo sawmill. They visited the Navajo Capitol at Window Rock and experienced riding in an old Navajo wagon as do many of the Navajo families. They also rode on burros and horses. Many of the Hawaiian children went hunting on the reservation with the Navajo men. They also experienced snow for the first time in their lives. The children participated in Tribal Leaders Day by performing their dances and songs of Hawaii. They toured the Petrified Forest, Flagstaff, Snowbowl, Grand Canyon, and Hubbels Trading Post. They visited the Hopi mesas (all three) and were honored to see the kachina dances both in the open air and in the sacred kievas. The children also experienced staying in a motel at the Grand Canyon, eating meals in restaurants and Easter Sunrise at the canyon. They learned how to travel, use their time on the bus to work in their logbooks, sing, and amuse themselves by playing string games and learning the hand alphabet.

In addition to experiencing the above, it was felt that an important aspect of the LCE program was the development of close personal relationships between the Hawaiian and Navajo students. Since the Hawaiian students experienced dorm life with the Navajos: shared sleeping and eating quarters, such friendships did develop. Chaperones are convinced that much talking and interchange did occur in the dorms, as early in the morning and at meal time the Hawaiian and Navajo children were often seen strolling hand in hand. However, some chaperones felt that even more interaction could have been fostered if fewer tours had been scheduled.

Several adults suggested that future programs consider housing Hawaiian students in separate homes. This was certainly unfeasible with the Navajos as they live in remote areas of the reservation; the children stay at the Boarding school and return home only during vacations.

Recommendations:

- The next exchange could easily be arranged with Toyei Boarding School, in Arizona where contacts and established freindships already exist.
- However, an exchange could be established in another location, which would require more coordination and a good contact on both sides. For example, the future Cultural Exchange Committee may want to explore the possibility of an exchange with Alaska, where there is a sister city to Honolulu; and where contacts are already established.
- Tours should be based on quality rather than number.
- Plenty of time should be allowed for visiting students and hosts to develop friendships.
- Tours should allow for maximum time flexibility, so that they can include activities that develop along the way.
- Whenever possible the host children should accompany the guests on tours.
- A person familiar with the visiting area and one who is particular about details should be in charge of scheduling, so as to ensure proper time allotments for traveling, etc.
- Students and chaperones should stay in the same private home. However, when homes are not available, every child and his chaperone should stay in the same dorm.

- If students are unable to live and eat in private homes, dorm life is recommended. However, if students eat and live in a dorm situation, they should mix with the host students, and not sit at separate tables at dinner or sleep in separate sections during the evenings.

- Information should be exchanged between the two cultures as to beliefs, eating habits, politeness, manners, etc, so that there will be no misunderstandings when the exchange does take place.

All in all, the LCE participants gain immeasurably from the experiences of the exchange. Teachers and parents have reported positive change in the students' behavior and attitudes. The students appear to have gained poise, self-confidence, and an increased enthusiasm for oral expression. (See the section about Results of the Cultural Exchange).

Tests to evaluate retention of factual knowledge were administered both prior to the trip and immediately after return from Arizona. (See tests). Test scores indicate an appreciable difference in knowledge. There was an improvement of approximately 20%.

The students have also presented demonstrations and reports to their schools and families. They have also shown a good understanding of places and people they have visited.

RESULTS

- The children of the exchange have grown very close. After coming in contact with each other after an absence they extend greetings to each other as if addressing good friends they haven't seen for years.

- The parents and communities involved in the exchange have grown closer. One parent reported to a chaperone the following: "Through the exchange we met families of other exchange members, who we socialize with frequently now. If it hadn't been for the exchange, we probably would have gone through life without meeting these people. Now we feel they will be friends for life.

- Another parent reported: "Our son is more mature since his return. He is more conscientious in his household duries and is more respectful of us."

- One woman reported: "I used to have a shy, quiet son at home....now he speaks right up.....and even boasts of his three girlfriends in Arizona."

- Another student was elected President of his school for the coming year after he returned from the exchange. His parents report: "We feel that our son's participation in the exchange was a great help in his getting elected President of the school."

- Another student was shy in class. Her teacher reports that she returned to school eager to talk about her experiences and what she learned in Arizona. This girl appeared on TV and discussed the trip. Since then, she was promoted from a low section to an upper section in her class.

- Another child was labeled as a non-reader and non-writer when he was selected to participate in the exchange. Interest in friends on the reservation has prompted this student to have several pen-pals who all receive regular mail.

- Another student was loud and giggly in class....often restless. Her teacher reports that she has calmed down considerable. "She has poise and talks easily (without the bashful giggles) in front of the class now."

- One girl who was very embarassed to sing or perform, became the most popular student that traveled to Arizona. She was even adopted as an honorary daughter of a Navajo woman. This woman is now weaving her a rug.
- Some Hawaiian families that hosted Indian children when they visited Hawaii have brought Navajo students back for the summer.
- Another family arranged for their son to fly to the Boarding School, pick up his friend, and return to California to spend the summer with a sister.
- A group of interested people in Hawaii collected enough money to send bicycles to all the Navajo children who visited.
- Many residents throughout Hawaii have requested names of Navajo students for pen-pals.

One teacher wrote the following about her observations of a student: (The name has been omitted).

"The value of an experience like the one provided by the Leeward Cultural Exchange can best be ascertained by the noticeable effects it has upon the children involved.

I noticed one such change in a specific student. This student was always a child I enjoyed talking with. But he seemed to be lost in the crush of school responsibilities and academic problems. When the student returned from Arizona he had something to offer us which made him quite special. He had traveled and experienced things which few of us ever will have the ooportunity to do.

I asked the student if he would come to our classroom and share with us what he had seen and learned. He needed little coaxing and the following morning was at our door with his "props". His presentation was full of self-pride and confidence. He shared with us the crafts, religious beliefs, and living habits of the Navajo nation. The student recognized the similarities and differences between the Indians and Hawaiians. He told us that the children in Navajo schools learn "just what we do". He quite proudly stated, "I have three girl friends now and have already written to all three of them!"

The student then very seriously did the Eagle dance for us and offered to come back again to teach us.

The "me" of the student which so many teachers have sincerely tried to give support and strength was beautiful to watch. I asked him if we would be able to see the people he had met when they come to Hawaii. He told us that the Indians would be performing for us at an assembly. But then as if to be the booking agent for his new found friends, he said ...."I'll get some of my real Indian friends to come to your class."

The student has temporarily found a most important place for himself. My only hope is that he will not lose his self-confidence, but channel it in a new direction.

The following are examples of some of the letters sent back and forth among the students.

Toyei Boarding School
Ganado Arizona
May 14, 1970

Aloha Johnetta:

Aloha, How are you today? I'm doing fine over here at school. How's everybody in your classroom?

How did you feel at the airport when we were leaving from the airport? I guess everybody was feeling sad. That's what I felt at the airport. And I saw Jeffrey was crying and that made me sad.

But I don't know if I'm going back to Hawaii again or not. because I have to go to the Girl Scout Camp again from May 27 - June 1. I was a Girl Scout here at Toyei. Are you a Girl Scout or not. if so, please tell me about yourself. I know that they have Girl Scout out there at Waianae Elementary School. So I have to wait untill in June or in July Some of the students are going back. I think Lenita Smith and Alvin John are going back but I supose to go back over there to Hawaii with Alvin John.

How do you like Alvin or Toney or Jerry? I like Kalani, Herbert, Jerret and Jeffrey. "but I like Kalani the best of all"!! he was my playmate here at Toyei. But he was my playmate again over there. But I wrote him three times and he never wrote back, so forget Kalani.

Are you ever going to come back again? If you do, please come and visit me sometimes.

"Oh yes " I'm going to weave a Navajo weaving rug for Jerret just like Mrs. Wauneka has.

Well I have to go, so good-bye and good luck.

Aloha,

Elaine

Waianae, Hawaii

Dear Elaine:

I got your letter just this afternoon. I was happy you got my letter, and answered it too.

Well first I'd like to say Yah-eeh or Aloha to you and your family. How's things up there? It's just great down here. It's still hot and sometimes there's a little sprinkles.

Eliane I don't think you should forget about Kalani, because he hasn't answered your letters. I feel sorry for Kalani. Elaine you may not know this but Kalani hasn't been answering your letters because he was in Molokai, an island nearest to Oahu, which I'm at. Well hope you give Kalani another chance.

Well Elaine let's talk about something else. I heard your birthday is on June 19th Friday, and so is mine. I'm 11 but you're 12. It makes no difference.

Oh yes Elaine will you tell your cousin Alvin or Jerry and Toney I said Yah-eeh or Aloha, cause I'm going to close here.

Good bye and good luck, Take Care! God bless!

Love Always,

Johnetta Alohalani Lopez

BROAD RECOMMENDATIONS

- Develop an extensive proposal that includes all action, interaction, and implementation. A copy of the LCE proposal follows which could serve as a good outline.
- Obtain funding from a predictable source such as Trusts, Foundations, or the DOE. Solicitation and money raising projects take a great deal of time which could be used in perfecting other areas of the program.
- Provide one person on each side of the exchange to work as contacts to set up the guidelines, arrange for accommodations, etc.
- Require committee people to keep daily logs of their actitities to serve as part of the evaluation.
- Retain a qualified teacher to conduct preparation classes with emphasis on the students' own culture. Call in extra people to brief the participants on clothing, travel, what to expect, and the characteristics of the place and people to be visited.
- Obtain transportation accommodations early. Usually airlines cannot give free passage, but they can compete to give you extras (travel bags, free tours, breakfast, and tickets to Disneyland).
- Secure reliable insurance for 24 hour coverage. This can usually be handled for a short term period through insurance firms that cover school children.
- Implement all of the recommendations already listed in the body of this report for the previous LCE.
- The officers should investigate and make sure that funds are considered "school funds" in a separate account in an elementary school, or in some other way ensure a tax-exemption status.
- If military bases are near, seek their support for the project. They can offer free medical exams, bus transportation, and possibly the use of aircraft for special events.

PROPOSAL

PROJECT TITLE: Leeward Cultural Exchange

NEIGHBORHOOD AREAS:
Nanaikapono
Waianae
Makaha
Maili

IMPLEMENTATION PERIOD:
March 18 - April 1
April 23 - May 6

PROJECT SUMMARY

Twenty 5th grade children will be taken on a trip to the Navajo Indian Reservation, 160 miles from Flagstaff, Arizona where they can have an educational experience unequaled in any modern classroom. Approximately a month later a group of children and chaperones from the Navajo reservation will visit the Leeward Coast of Hawaii to experience the culture here. The two groups will have first hand experiences in traveling to and from the mainland, living and attending each others schools and sharing two unique cultures. The project will also be an educational experience for the communities involved through their roles of hosting the visitors and inviting them to participate in community activities.

ADMINISTRATION

Operating Agency: The Leeward Cultural Exchange is responsible for the general administration, implementation and supervision of the project. The members carry out their roles with the permission and subject to the approval of the four elementary school principals from which the children will be selected.

Structure: The organizational chart at the end of the proposal indicates the project structure and the chairmen.

FILM

Since this project will provide many new experiences for the children, the entire exchange will be filmed. Fred Uggla and Dave Thorne, professional photographers, are submitting estimates to cover filming expenses. Through this medium, the educational value of the project can be shared in classrooms, with the community, and possibly through educational TV so that others throughout the state can benefit from this project.

PROJECT ITINERARY AND EDUCATIONAL OBJECTIVES

As implied in the program goals and objectives, the Cultural Exchange has been established to bring unique experiences to disadvantaged children in Waianae and on the Navajo Reservation in Arizona. Through the activities carried out, not only the children who make the trip will benefit, but a broadening of understanding and appreciation of another culture will be the result among children and adults in both communities. The Navajo community has been selected for the Exchange because of the many similarities between the Hawaiian and Navajo cultures. Some educational objectives during preparation are listed below. Other objectives are included with the itinerary, which follows.

As soon as the pupils are selected, educational activities will be started and continue up until the day of departure. The objectives during the preparation period are

- To increase learning about Hawaii and Hawaiiana, so that each pupil cannot only discuss Hawaii while in Arizona, but will also be able to show things about Hawaiian culture and demonstrate the culture (dance, sing, play games and instruments, show craft and food items, etc.) Increased appreciation and pride in Hawaii and its culture should be a result of these activities. Care should be taken to interpret Hawaiian culture broadly.. ..to include the respective cultures represented by those going on the trip. (Hawaiian, Philippino, Chinese, Japanese, Samoan, etc.).

- To learn about Navajo history, geography, language, and customs from material presented by the teachers. Other material sent from the reservation and prepared by the Navajo children will be used.

- To improve ability to speak clearly, distinctly, and fluently in order to communicate with children and adults during and after the trip.

- To prepare specifically for learning activities during the trip preparing and learning to use a kit of resources to take along (camera, notebook, logbook)

  Learn to use a camera to record on film only the things of most significance to them.

Learn to record daily in a logbook those significant events of the day (both in writing and by pictures) so they will have a record to use after returning to Hawaii.

Obtain and learn how to use a coloring book that would present graphically the significant events of the trip.

- To learn many new aspects of living not yet experienced in their lives (riding a jet, visiting the mainland of the US, etc.). Before leaving Hawaii they should be introduced vicariously to as much of this as possible.

During the visit to the Navajo reservation, the children and chaperones will be staying at Toyei Boarding School as invited by Emanuel C. Moran, Principal, and Craig Thompson, Teacher Corps Intern and Chairman for the Navajo Exchange. Five mornings will be spent in regular classroom situations so that the Hawaiian children can see what school is like for Navajo students. Remaining time at the reservation will be consumed by participating in the Indian life-style. During these hours it is hoped that many personal friendships will develop among the Hawaiian and Navajo children. Through such friendships, a great deal can be exchanged between the two cultures. As indicated by the itinerary, points of interest in Arizona will be visited which will provide for an even broader experience for the Hawaiian children.

DATE	TIME	ITINERARY	EDUCATIONAL OBJECTIVES
March 18-19	11:45- 6:40	Continental Flight 762 Honolulu to Los Angeles	Experience the use of air transportation, learn about flight crew, and practice passenger courtesy.
March 19	6:45- 1:30am	Breakfast at LA airport Tour Continental's hangers, Ride Continental Trailways Bus to Toyei, on Navajo Reservation	Experience restaurant atmosphere, stimulate awareness of airline facilities, travel via bus, and observe physical surroundings.
March 20	8:30- 5:00	Guided hogan visits in small groups, visit classes, western-style horseback riding.	Observe classes and hogans. Meet Navajo students, Experience daily life on reservation.
March 21	8:00-10:00	Tour Canyon DeChelly National Monument, lunch, and spend night at Kayenta Valley.	Experience natural land formations, hike White House trail, observe Mummy cave and Antelope House.
March 22	8:00-11:00	Breakfast and church, eat lunch, and tour Monument Valley	Participate in Navajo churches. Experience viewing land formations i.e., arches and sand dunes.
March 23	8:00-12:00 12:30- 3:00 3:00- 6:00	Classroom visits, lunch Visit and tour Window Rock; and Navajo sawmill.	Observe and interact in classes.See Window Rock. Tour a Sawmill.

DATE	TIME	ITINERARY	EDUCATIONAL OBJECTIVES
March 24	8:00- 8:00	Class visits, lunch, hayrides in Navajo wagon, free time, barbeque and campfire.	Participate in class activities with pupil and teacher interactions. Experience a hayride, barbeque and campfire.
March 25	8:00- 5:00	Tour of Petrified Forest, lunch, and visit Hollbrook, Arizona.	Observe classes and the physical uniqueness of the Petrified Forest.
March 26	8:00- 5:00	Tribal Leaders Day, Barbeque, and program for community presented by Navajo and Hawaiians.	Experience tribal customs, observe Navajo songs and dances, and taste typical Navajo foods.
March 27	7:00- 7:00	Tour of Great Meteor Crater, Walnut Canyon, Flagstaff, lunch, Arizona Snow Bowl, and NAU campus.	Study the first meteorite crater and compare with those on the moon. View Walnut Canyon land formations and experience University atmosphere.
March 28	6:00- 8:00	Visit Grand Canyon National Park, check into the motel, have lunch, dinner, and tour rim.	View and tour the only wonder of the world created by natural forces. Become acquainted with motel life and restaurants.
March 29	6:00- 6:00	Easter Sunrise Service at Grand Canyon, breakfast, checkout. Visit Page, Tuba City and Lake Powell.	Experience sunrise at the Grand Canyon, and view geological formations unique to Tuba City and Lake Powell.

DATE	TIME	ITINERARY	EDUCATIONAL OBJECTIVES
March 30	7:00- 5:00	Breakfast, tour Glen Canyon Dam, lunch, and return.	Familiarize students with the purpose, function and operation of dams.
March 31	7:00-9-00	Closing ceremonies, presentation of Ariz. medallion, leave for LA, meet host families at Alondra Park for night.	Observe scenery from bus, and familiarize students with families in the LA area.
April 1	7:30-10:15	Breakfast and return to Alohdra Park, visit Disneyland, leave LA for Honolulu, Continental Flight No. 753.	Experience morning life and breakfast with LA families. Participate in the wonders of Disneyland, and experience jet travel home.

PROJECT IMPLEMENTATION

Supervision: Due to the importance of chaperoning, the great responsibility involved on such a trip, and in order to provide maximum security, there will be an approximate ratio of one adult per every two children. Cecil Dotts, of the Hawaii Teacher Corps Office will go on the trip as General Advisor. Four community members will be selected to go on the project providing they can donate their time, attend preparation classes, serve as chaperones, and act as community liasons. There will be one community member from each of the areas (Maili, Makaha, Waianae, and Nanakuli). The five officers of the Cultural Exchange will go as chaperones, coordinators, and supervisors. Four Teacher Corps Interns (one from each school) will go as chaperones. One Teacher Corps Team Leader will go to assist in writing an extensive evaluation of the project. Faith Meyer, Hawaiiana Teacher, will go to oversee performances of the children, if she can be released from teaching duties for that length of time. A professional photographer will go to record on film the activities of the project. With the children, this will make a total group size of 37.

Selection of Community Residents: Four community members will be selected (one from each area) to participate in the project as chaperones. The qualifications for community residents are as follows:

- Experience in supervising children.
- Willingness to donate time to the project from March 18 to April 1 for the actual trip.
- Willingness to attend Hawaiiana preparation classes, and any other meetings deemed necessary before the actual trip.
- Willingness to donate time to get acquainted with the children and to meet their families.
- Willingness to comply with the duties of chaperones as listed below.
- Ability to act as a community liason in regards to the project, and relay information about the project to the community.
- Those interested in such a position, pick up application

forms from the elementary school in your community. See sample forms at end of the proposal.

- Final selection will be made by the Leeward Cultural Exchange Advisory Council.

Selection of Teacher Corps Interns and Team Leader: Selection of those Teacher Corps Interns who will be willing to act as chaperones for the duration of the trip will be made by the five officers, as agreed to at the general meeting of November 19. The Team Leader will be selected by the Leeward Cultural Exchange Advisory Council.

Duties of Chaperones: It will be the duty of all chaperones to attend the Hawaiiana preparation classes, to work individually with the children they will be chaperoning, to meet the families of the children, and to be responsible for the children at all times during the entire trip.

Selection of the children: Five children from each of the four Leeward Schools will be selected as project participants by January 28. Selection requirements will be as follows:

- Fifth graders will be eligible because they will have completed Hawaiiana classes, and will be available as resources about Navajo culture during the remainder of the 5th and 6th grades.
- All children need parent permission and approval from the school principal.
- All children will have to attend Cultural Exchange Classes conducted by Faith Meyer, Hawaiiana Teacher, and Teacher Corps Interns.
- All children will be required to pass a physical exam.
- Any fifth grade child who satisfies the above requirements may be recommended as a participant chosen by the principal, any administrator, any 5th grade teacher, and any Teacher Corps member. After preliminary screening, parents of eligible students will be required to complete an application form, which is attached at the end of the proposal.
- Final selection rests with the school selection committee in each school (Makaha, Maili, Waianae, and Nanaikapono). The committee will be composed of Teacher

Corps members and individuals from the community who will be going as chaperones, the principal, and one fifth grade teacher from each school. In final selection, the following items will be taken into consideration:

Does the child want to go and does he/she have an interest in such a trip?

Will the child get something out of the trip?

Will the child benefit from such a trip?

Will the child communicate about his culture to others?

Will the child bring back experiences he can share with his peers and the community?

Will the child cooperate as a resource upon return?

Will the child become so homesick that he/she may have to return to Hawaii early?

It will be preferable to take an equal number of girls and boys.

Since Hawaii population is typically a mixture of races, a cross-section of each group will be made without preference to any specific racial ancestry.

Hawaiiana Classes: Such classes for preparation of the trip will begin January 28. Classes will be held on Monday and Wednesday at Nanaikapono for one hour. These classes will be conducted under the direction of Faith Meyer, Hawaiiana Teacher. A variety of activities will be included in the preparation classes along with guest speakers as is indicated in the below listed lesson plans?

Lesson 1: Brief generalization of what we're going to cover in the next lessons. Discuss briefly about the speakers who will be lecturing and their background. Discuss music and the program to be given and songs to be learned. Discuss the pronunciation of the Hawaiian language (more detailed explanation and lesson will be covered by Mrs. Kai, Hawaiian Language Specialist.). Discuss music of ancient Hawaii and tell story of the chants, story of the hula, and learn the following chants: Alphabet chant, counting chant, and Ka Pule Keiki (a child's prayer and fairly modern chant).

Learn Aloha Kakahiaka, a morning greeting song, Aloha Auinala, an afternoon greeting song, review Hawaii Ponoi, the state anthem, Nanakuli Ea, a song about Nanakuli and E Aloha Ke Kahi, a song taken from the scriptures.

Lesson 2: Geology and geography of the Hawaiian Islands. Guest speaker, Mr. Jerry Holland, 4th grade teacher at Nanaikapono Elementary, will discuss: The origin of the Hawaiian Islands, climate, rainfall, geography, temperature, horticulture, Hawaii's geographical influence in respect to the Pacific areas, and historical places where the Hawaiians lived, raised their crops, etc.

Lesson 3: Guest speaker, Doctor Marion Kelly, from the Bishop Museum, discusses History of the Hawaiian People, covering origin of the Hawaiian people, how the old Hawaiians lived, food and clothing, transportation, government, and religion.

Lesson 4: Use slides and tapes from the Bishop Museum to help discussion of implements and instruments used in ancient Hawaii. Practice the songs and chants already learned. Practice use and handling of the Hawaiian instruments. Learn a combination song for the different implements: puilis (bamboo), ipus (gourds), uli ulis (feathered gourds). Discuss the history of the ukulele and review major chords. Discuss the importance of the vamp and learn: "Boy from Laupahoehoe" and"Sassy".

Lesson 5: Guest speaker, Mrs. Kai, Hawaiian Language teacher at Nanaikapono Elementary, discusses Hawaiian language and legends. She will stress origin of the Hawaiian language, correct pronunciation, explanation of the glottal stop, Hawaiian legends, and popular legends about Pele, Maui, and the menehunes.

Lesson 6: Guest speaker, Miss Karen Ito of the Waianae Media Center and specialist in Hawaiiana, will discuss crafts of tapa cloth making, lauhala and coconut leaf weaving, coconut and wood carving and lei making.

Lesson 7: Brief discussion of modern music in Hawaii and learn hapa-haole songs: Hukilau, Little Grass Shack, and TutuE. Review and practice other songs already learned.

Lesson 8: This lesson will be devoted to information the participants need to know for the trip. There will be a discussion of Navajo life on the reservation, pictures will be shown, tapes of Navajo chants and songs will be played, and there will be a brief description of Navajo life and what to expect. There will also be an explanation of how to use the travel kits and the logbook. There will be a film about bus riding and a briefing about lost and found and first aid.

Lesson 9: Review of other south sea islands music and learn two dances from Tahiti: "O Vatea E and Te Manu Pukarua" Also learn two Maori songs: "Nga Waka" and "Hoki Mai". Also practice other songs for the performance.

Lesson 10: Guest speaker, Mr. Richard Sievinen, P.E. specialist at Nanaikapono school, will speak about sports and pastimes of ancient and modern Hawaii. He will discuss games of strength, games of skill, water sports, minor sports for all, and games for quieter moods.

Lesson 11: Learn songs from Samoa and the Samoan slap dance "SASA". Also learn savali vali and Minoi minoi. Also review all songs and chants learned so far.

Lesson 12: Guest speaker, tentatively scheduled, for discussion of government from territory to Statehood, industries, tourists, sugar cane, pineapple, Kona coffee.

Lesson 13: Rehearsal of performance

Lesson 14: Quick review of all areas covered in classes, and demonstration on use of a camera.

Lesson 15: Dress rehearsal and practice program to be performed for the Navajos.

Preparation for Indians in Hawaii: After return to Hawaii there will be approximately a month interval in which to prepare for the 24 Indians and 17 chaperones that will visit here from April 23 through May 6. During this period the four Leeward communities can plan activities in which they can involve the Navajo visitors. Such activities will include housing, a community assembly to meet the guests and exchange news about their cultures, a luau and pot luck dinner to honor the Navajo visitors. It will also be encouraged that classes spend a few hours studying Navajo culture, and share the experiences of the children who visited the reservation. Upon completion of the film, it will be shown to the community. After that time, any school and public library can request the film so that this Cultural Exchange can benefit the entire State of Hawaii.

Housing in Hawaii: Teacher Corps Intern, Lorraine Kong, is chairman of housing. She is currently seeking the cooperation of local people in offering their homes to house the 24 Navajo children and 17 adults when they visit.

Itinerary for the Navajos while in Hawaii: Miles Nakanishi is chairman of itinerary, and has developed the following schedule which is subject to change upon confirmation of dates. There will be six Navajo students assigned to each of the four elementary schools. They will live with families or teachers who go to their respective school. All regular school days will be spent in classroom participation during the mornings. Special programs for the Navajo visitors will be provided as deemed appropriate by the school principals. Such activities could include: special welcome assemblies, possible performance by the Navajo students, performance of Hawaiian dances and songs, and an "aloha breakfast".

DATE	ITINERARY
April 23	Continental, Flight 776, Gate 9 Hawaii State Welcome with Royal Hawaiian Band. Dinner at Ferdinand's in Waikiki.
April 24	Breakfast, general orientation at Waianae Elementary. Class visits and lunch at each school. Swimming lessons by Red Cross at Pokai Bay. Dinner at Makaha Surfing Beach with pot luck, fishing, surfing exhibitions, singing.
April 25	Outrigger canoe riding at the Reef Hotel. Sea Life Park visit.
April 26	Free day with host families.
April 27	Class visits, Recognition at State Legislature, tour of Capitol and Iolani Palace. Lunch at Kamehameha School. Meet Gov. Burns and Mayor Fasi.
April 28	Performance at Makaha Elementary. Lunch at Makaha Inn (guests of Rotary) Glass bottom boat ride.
April 29	Class visits, Ulu Mau Village, sky slide (free.)

April 30	Hawaii Am TV show, performance at Nanaikapono School. Tour of Pearl Harbor; Navajo children place wreath on Arizona Memorial. Performance at Ala Moana, and shopping.
May 1	Performance and May Day activities at Waianae Elementary. Swimming at Pokai Bay, May Day dinner and show at Makaha Inn.
May 2	Hike to Sacred Falls, free day.
May 3	All day luau, entertainment. Performance by Navajo and Hawaiian children for community.
May 4	Class visits, performance at Maili Elementary, tour of Dole Pineapple.
May 5	Fly to Big Island, tour volcano area, tour of entire island
May 6	Continental Flight 2, return to Los Angeles from Honolulu.

EVALUATION

Follow-up: On-going evaluation and follow-up will be an integral part of the program. Community residents will be asked to react to the two trips. Participants on the trips will be interviewed including: children, community residents, Cecil Dotts, Faith Meyer, Officers, Teacher Corps interns, Teacher Corps Team Leader, the photographer, as well as the families with whom the Indians stay.

Film: As noted earlier, the film will also be an integral part of the evaluation process, as it will provide a study of the project through a visual medium.

Written report: There will be several written reports. The first will be submitted to the principals in the Leeward area and the superintendent. This report will only cover the visit of the students from Hawaii to Arizona. It will be distributed one month after return to Hawaii. After the Navajo students visit Hawaii for two weeks and leave, there will be a comprehensive report issued which will cover the entire project. This report will also be made available to interested community residents and contributors to the project.

Pre-test and Post-test: In order to evaluate some of the items learned from such a project pre-tests and post-tests will be given. Such tests will include general items about Hawaiian life, Navajo life, and traveling experiences.

Trip follow-up: Since the trip will be concluded at 10:15 pm Wednesday evening, April 1, the children will be tired and many of them may not be alert the next day. However before they begin to lose the details they have experienced, everyone who went on the trip will be asked to meet at 2:30 the next day, April 2, to review the experiences of the trip and plan the follow-up. These will be the follow-up objectives:

- Identify any misunderstandings that may have developed on the trip. Plan ways to clear these. Also identify aspects that were most enjoyed by the program participants.
- Identify those experiences that relate specifically to the curriculum for the rest of the year. Plan ways to integrate these experiences into the curriculum. Have children develop written and illustrated reports, using the notes and pictures they made during the trip. This activity could be started by having children read their travelogues to their respective classes in their schools and show their pictures and artifacts. These presentations could be evaluated by the respective classes, with suggestions for improving their presentations to other classes, the school assembly, and to community meetings.
- Involve children in the four elementary schools in the follow-up. Arrange assemblies, visits to classes, etc., and show artifacts gathered during the trip.
- Inform the community regarding the trip. Have visits to such groups as Model Cities meetings, Lions, and Kiwanis Clubs.
- When the film is ready (by about May 15) use it as an educational tool to follow-up activities mentioned in the above items.

PROGRAM GOALS

One goal of the project is to supplement classroom education by introducing the children to new experiences which would be difficult for them to attain in any other manner. Another goal is to spark the interest of anyone or any community coming in contact with the Leeward Cultural Exchange so that it will broaden that individual's or community's horizons. This will aid in obtaining a better understanding of other cultures and people.

PROGRAM APPROACHES

One of the best ways to achieve this goal is to provide first hand learning experiences in another culture which will be available through the Leeward Cultural Exchange.

PROGRAM OBJECTIVES

"The image is the great instrument of instruction....a child continually forms definite, valid and growing images of various subjects with which he comes in contact in his experiences.." JOHN DEWEY. One of the most important objectives of this program is the proven fact that learning can be meaningful when it is experienced. Other objectives include:

- The children will gain a first hand experience in another culture by living with Navajo families in their natural settings. They will be participating in school and other activities of the reservation. The children will also have a chance to see the surrounding country.
- The children must learn about their community in order to explain their environment to the Indians, which will be covered in the Hawaiiana-preparation classes.
- Social training will be taught and experienced as the children will represent all of the Leeward area in their contacts with Indian life.
- The learning experiences on this trip will be divergent from those of the classroom, thus aiding to create self expression as the children will report back to their schools about life on the reservation and how they experienced it. A professional film will be available to the schools and community upon return so that the entire project can be shared.

- o On this trip interest will be stimulated in various areas such as Indian history, nature, science, art, music, and language. With wide exposure, as this program offers, the children may get a new view on life and become motivated to set new goals for themselves.

- o A great deal of responsibility can be developed as the children recognize that they represent a unique state, and must contribute of themselves for a successful Cultural Exchange.

INSURANCE

The project will be insured by Guarantee Trust Life Insurance Co. under Plan A, which provides round the clock coverage for 24 hours per day. This plan provides accident insurance at school, home, throughout the entire project, while scouting, camping, and participating in activities. Sign-up forms and brochures explaining the entire coverage will be available to all participants.

BUDGET

Insurance:	17 adults @ $2.95	50.15	
	20 children @ $3.00	60.00	110.15
Meals:	(Going to Toyei)		
	$1.00 per person, lunch	37.00	
	$1.50 per person, dinner	55.50	
	(Returning to LA)		
	$1.00 per person, lunch	37.00	
	$1.50 per person, dinner	55.50	
	(Disneyland)		
	$1.00 per person, lunch	37.00	
	$2.00 per person, snacks	74.00	296.00
Bus Fare:			1,200.00
Continental:	Flight fares	4,640.00	
	Dinner @ $1.50	55.50	4,695.50
Miscellaneous:			100.00
Film:			2,000.00
	Total		8,401.65

PROJECT FINANCING

Financing will be done by donations from large businesses and interested individuals. Proposed fund raising projects subject to the principals' approval include: 1) Huli-huli chicken, 2) Luau 3) Carnival 4) Car wash 5) Dinner-dance. The maximum amount to be raised in this manner is $999, according to State guidelines.

Several companies are providing the following:

Continental: Breakfast in Los Angeles, tour of their facilities, flight bags, toiletry kits, and other momentos, expenses at Disneyland (entrance fees and rides), and provide for the Official State Welcome when the Navajo guests visit Hawaii.

KGMB: Twenty-four cameras for the children participants, use of the skyslide in Waipahu free, possible appearance on Checkers and Pogo show, and visit to Paradise Park.

FUTURE PROGRAMS

It is planned that such exchanges will be continued each year. If the initial program is deemed successful by all concerned (principals, superintendent, community, teachers, Teacher Corps, and children) then it shall be the intent of the committee to train local community people to take over the program within two years. Contacts with VISTA and Peace Corps will provide an opportunity for new and varied Cultural Exchange Programs in other areas of the United States and Trust Territories. The Leeward Cultural Exchange Advisory Council will be the nucleus in providing successful continuance of future programs. It is hoped that Model Cities will consider assisting the program in the future.

ALTERNATIVES

The following are proposed as alternatives in case there is not enough money to carry out the entire project.

- Establish a fund for future Cultural Exchanges
- A field trip to the island of Hawaii
- Several small field trips on Oahu

One or more of these will be carried out with the permission of the contributing parties.

HOUSING IN LOS ANGELES

The following donated their homes to house the Hawaiian students and chaperones while they spent one night in Los Angeles, March 31, 1970

Miss Marjan Bergsma
Miss Judy Bindrup
Mr. and Mrs. H. Curtis
Mr. and Mrs. H. Coney
Mr. and Mrs. R. Frishmuth
Lt. Col. and Mrs. G. Gould
Mr. and Mrs. E. Greaser
Mr. and Mrs. C. Landreth
Mr. and Mrs. E. McGrath
Mr. and Mrs. G. Schild
Mr. and Mrs. F. Walsh
Mr. and Mrs. R. Moody

ORGANIZATIONAL CHART

Principals

Fred Cachola
Nanaikapono

Eugene Shizuru
Maili

Robert Moore
Waianae

Alice Zenger
Makaha

Advisory Council

Cecil K. Dotts
Rafael Christ

Robert Moore
Edward McGrath

EDWARD J. MC GRATH
Director

RAYMOND P. ST. GERMAIN
1st Associate Director

KENNETH M. BREWER
2nd Associate Director

KAREN L. MC GRATH
Secretary

CAROL (KIDO) BURKE
Treasurer

TIM RYNKOFS
Pledges

MILES NAKANISHI
Itinerary

LORRAINE KONG
Housing

DIANE OTT
Welcome

STUDENT APPLICATION FORM

Your child has been recommended as a possible candidate for the Leeward Cultural Exchange. This exchange involves taking 5 students from each elementary school in the Waianae area to Toyei Boarding School on the Navajo Reservation, Arizona. The children will be engaged in school and extracurricular activities while on the trip. They will leave Hawaii March 18 and return on April 1, 1970.

Those children who are selected will be required to attend Hawaiiana classes at Nanaikapono School from 3-4 pm every Monday and Wednesday commencing January 28 and ending March 17, 1970.

If you want your child to be considered in the final selection, please sign and complete the information below.

Date ____________________ Return application by ______

Name of child ____________________ Birthdate ________

Address ________________________ Phone __________

Height ______ Weight ______ Sex ______

- General Health: Check one - Excellent ___ Good ___ Fair ____ P[illegible] ___. If poor, please explain.
- Do you think your child can be away from home for the duration of the trip without becoming homesick? Yes ____ No ____.
- Would your child be able to attend the required Hawaiiana classes at Nanaikapono School, if transportation to and from the school is provided? Yes ____ No ____.
- Has your child traveled to another Island or to the Mainland? Yes ____ No ____. If yes, briefly explain.
- Please list any special interests or talents that your child possess, which may be beneficial for taking a trip of this nature.

____
(Signature of parent/guardian)

Please return this form to your child's school. Be sure to answer all questions. Use back for additional information.

COMMUNITY RESIDENT APPLICATION FORM

This application form is for community residents of the Waianae-Nanakuli area, who are interested in applying for the position of chaperone for the Leeward Cultural Exchange. This program involves taking 5 students from each elementary school to Toyei Boarding School on the Navajo Reservation, Arizona.

It will be the duty of all chaperones to attend Hawaiiana classes along with the children every Monday and Wednesday from 3-4 pm commencing January 28 and ending March 17, 1970. Chaperones will also be required to work individually with their assigned children and be responsible for them at all times during the entire trip. One community resident from each area will be selected by the Advisory Council.

If you want to be considered in final selection, sign and complete the following information

Date ______________________ Return application by ______

Name ________________________________ Birthdate __________

Address _____________________________ Phone ______________

Sex __________

- o General health: Excellent ____ Good ____ Fair ____ Poor ____. If poor, please explain.
- o Will you donate your time exclusively to the project March 18 - April 1 for the trip. Yes ____ No ____.
- o Will you attend Hawaiiana classes? Yes ____ No ____
- o Will you acquaint yourself with your assigned child's family? Yes ____ No ____.
- o What experience have you had in supervising children?
- o Do you believe you have the ability to act as a community liason in regards to the project, explain.

____
Signature

Please return this form to the school in your community. Answer all questions; use back for last two questions.

Name ____________

School __________

Date ____________

LCE PRE-TEST

Directions: Read each statement carefully. Choose the best answer that correctly completes the sentence and write the letter of the answer in the blank.

_______ The states we will be visiting are
- a. Los Angeles and California
- b. California and Arizona
- c. Arizona and Los Angeles

_______ We will be flying to
- a. Arizona
- b. California
- c. Toyei

_______ People who work on an airplane include the pilot,
- a. co-pilot, and cook.
- b. Ticket agent and navigator
- c. Stewardess and co-pilot.

_______ Another name for Monument Valley is
- a. Fertile Valley
- b. Place where Rocks Stand Up
- c. Tombstone Gulley

_______ The Navajo Capitol is at
- a. Toyei
- b. Steamboat
- c. Window Rock

_______ Scientists who study the earth and its past are called
- a. geologists
- b. Geographers
- c. geneologists

_______ Erosion is
- a. A Navajo word for house
- b. logs turned to stone may be seen.
- c. wearing away of soil by wind and water.

_______ The Petrified Forest is where
a. Navajo Indians built cliff houses.
b. logs turned to stone may be seen
c. trees are cut for timber.

_______ Meteor Crater is where
a. visitors from space landed
b. Navajo government buildings are found
c. volcanoes made deep holes

_______ Grand Canyon was made by the action of
a. volcanoes
b. water and wind
c. earthquakes

_______ The river that flows through the Grand Canyon is the
a. Missouri River
b. Mississippi River
c. Colorado River

_______ Mules are the offspring of
a. a female donkey and a jackass
b. a mare and a stallion
c. a male donkey and a mare

_______ Two things Hoover Dam helps to prevent are
a. floods and erosion
b. Disease and destruction
c. eruptions and wearing away of soil

_______ Silt is
a. a kind of seasoning for food
b. another word for hogan
c. dirt and mud

_______ Disneyland is in
a. Ganado, Los Angeles
b. Los Angeles, California
c. Flagstaff, Arizona

_______ Navajo Indians are famous for their work with
a. gold, sheep and stone carvings
b. silver, turquoise and wood carvings
c. sheep, silver and rugweaving.

_______ The word "Navajo"
a. Is an old Indian word
b. was given to the Indians by the Spaniards
c. means "little spring"

______ The Navajo Indian population today is about
a. 5 to 6 million
b. 1 to 2 hundred thousand
c. 3 to 4 thousand

______ The Navajo Reservation is
a. the largest Indian Reservation in Arizona
b. the smallest Indian Reservation in Arizona
c. the only Indian Reservation in Arizona

______ The most important thing to the Navajo people is
a. To plan for the future achievement of goods
b. To remember the past through stories and chants
c. To achieve a balance with nature in the present life.

______ Navajo students study
a. exactly the same subjects we study in school in Hawaii
b. almost the same subjects we study in school in Hawaii
c. very different subjects than we study in Hawaii schools.

______ Navajo students dress
a. exactly the same as we dress to school in Hawaii
b. almost the same as we dress to school in Hawaii
c. very differently than we do to school in Hawaii

______ The weather in Arizona is
a. cold in winter, hot in summer
b. cold in the winter warm in summer
c. mild in winter, mild in summer.

Name ________________

School ______________

Date ________________

LCE POST-TEST

Directions: Read each sentence carefully. Chose the best answer that correctly completes the sentence and write its letter in the answer blank.

_______ The states we visited were
- a. Los Angeles and California
- b. California and Arizona
- c. Arizona and Los Angeles.

_______ Our plane trip was between Hawaii and
- a. Arizona
- b. California
- c. Toyei

_______ People who work on an airplane include the pilot
- a. co-pilot, and cook
- b. ticket agent, and navigator
- c. Stewardess and co-pilot

_______ We visited the Navajo Capitol at
- a. Toyei
- b. Steamboat
- c. Window Rock

_______ Scientists who study the earth and its past are
- a. geologists
- b. geographers
- c. geneologists

_______ Erosion is
- a. Navajo word for house
- b. Piling up of silt to make riverbeds
- c. wearing away of soil by wind and water

_______ The Petrified Forest is where
- a. Navajo Indians built cliff houses
- b. logs turned to stone may be seen
- c. trees are cut for timber.

________ Grand Canyon was made by the action of
a. Volcanoes
b. water and wind
c. earthquakes

________ The river that flows through the Grand Canyon is
a. Missouri River
b. Mississippi River
c. Colorado River

________ Disneyland is in
a. Ganado, Los Angeles
b. Los Angeles, California
c. Flagstaff, Arizona

________ Navajo Indians are famous for their work with
a. gold, sheep and stone carvings
b. silver, turquoise and wood carvings
c. sheep, silver, and rug weaving

________ The word "Navajo"
a. is an old Indian word
b. was given to the Indians by the Spaniards
c. means "little spring".

________ The Navajo population today is about
a. 5 to 6 million
b. 1 to 2 thousand
c. 3 to 4 thousand

________ The Navajo Reservation is
a. the largest Indian Reservation in America
b. the smallest Indian Reservation in Arizona
c. the only Indian Reservation in Arizona

________ The most important thing to the Navajo people is
a. to plan for the future gain of goods
b. to remember the past through storeis and chants
c. to achieve a balance with nature in the present life

________ Round houses built of mud and wood by Navajos are
a. mesas
b. hogans
c. wigwams

_______ Another Indian Reservation we visited was the
a. Hopi Reservation built on mesas.
b. Pueblo Reservation built on the plains
c. Anasazi Reservation built on cliffs.

_______ Most Navajo dances are done
a. for fun and entertainment
b. for telling a story
c. for religious reasons

_______ Canyon de Chelly is where we saw
a. ruins of cliff dwellings
b. a large forest of pine trees
c. petrified logs

_______ Navajo students at Toyei live at the school dormitories because
a. It is too cold all year to travel to school
b. it is too far to travel to school each day
c. it is too crowed at home

LEEWARD
CULTURAL EXCHANGE
LOGBOOK

MARCH 18 - APRIL 1, 1970

JERRET RITA

This logbook is an example of the work completed by a student participant in the Leeward Cultural Exchange, Jerret Rita.

Date March 17, 1970

IMPORTANT DATES

1. Paste or tape the calendar on the bottom of this page.
2. Circle the days that we will be on our trip.
3. Circle the days that the Navajo students will be in Hawaii.

March

1	2	3	4	5	6	7							
8	9	10	11	12	13	14	15						
16	17	⑱	⑲	⑳	㉑	㉒	㉓	㉔	㉕	㉖	㉗	㉘	㉙
㉚	㉛												

April

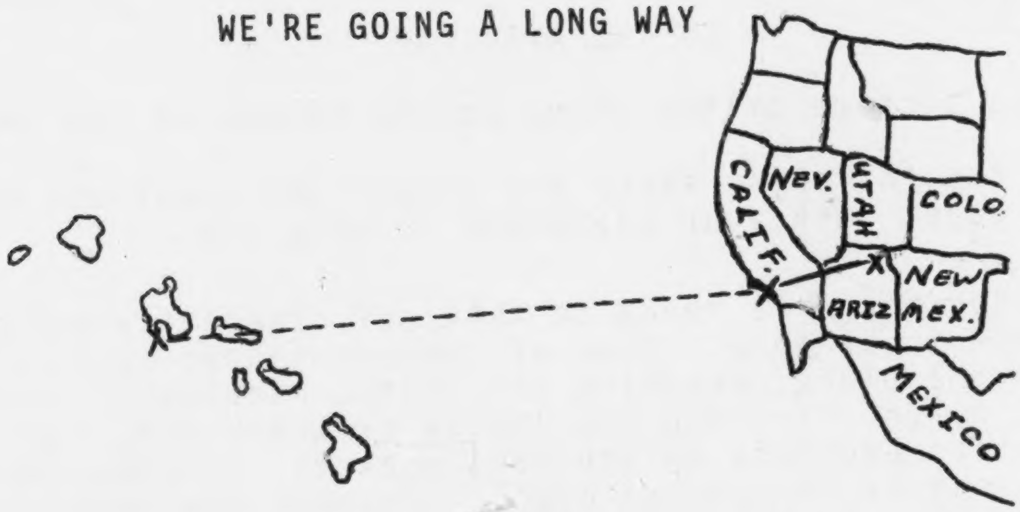
①	②	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	㉓	㉔	㉕	㉖
㉗	㉘	㉙	㉚									

May

①	②	③	④	⑤	⑥	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

Date March 18, 1970

WE'RE GOING A LONG WAY



- Draw a dotted line (----) on the map above from Honolulu to Los Angeles.
- Draw a solid line (____) on the map above from Los Angeles to Toyei Boarding School in Arizona.
- Think: A mile is 5,280 feet. The distance from Waianae Intermediate School to Cornet Store is about 5,280 feet or one mile.
- Think: The distance from Honolulu to Los Angeles is about 2,500 miles.
- Think: The distance from Los Angeles to Toyei Boarding school in Arizona is about 650 miles.
- The distance from Honolulu to Toyei Boarding School is about 3,150 miles.
- Think: the distance from Makaha to Honolulu is about 40 miles.
- Think: The distance from Makaha to Los Angeles is about 2,540 miles.
- The total distance from Makaha to Toyei Boarding School is about 3,190 miles.

Date March 16, 1970

ON THE AIRPLANE

- Draw a picture of the plane at the bottom of the page.
- Read the following story and answer the questions on the next page. Ask your chaperone to help you.

Before the plane is ready to take off, there are many jobs that need to be done. Some of these include: putting fuel in the plane, checking all of the machinery, tires, brakes, wings, cleaning the inside of the plane, replacing information booklets in the seat pockets, putting food for the passengers in special ovens, cleaning the restrooms, checking life jackets and other equipment, packing the baggage in storeage areas, and many other jobs.

The pilot is in complete charge of the plane and his most important job is flying the plane. He is responsible for the safety of all the passengers. Before and during the flight, he will speak to you over the microphone. Listen carefully and he will answer some of the questions for you.

Besides the pilot, the other people working on the plane include the co-pilot, navigator, stewardess, and steward. The stewardesses greet all passengers, help seat them, check their seat belts, explain the use of the life jackets, serve food and drinks, run the movie, and answer any questions.

Before the plane takes off, the pilot calls the control tower to check if the runway is clear for take off. The control tower directs all air traffic around the airport. This is one of the most important jobs at the airport. The other jobs at the airport include: ticket agents, secretaries, mechanics, baggage men, cleaning men, information agents, shop keepers, waitresses, and cooks.

Date March 19, 1970

ON THE AIRPLANE WORKSHEET

Use short answers; your chaperone may help you. You may look back to the story for answers.

- What is the name of the airline we are flying contintal
- How many hours will it take to fly to LA? 45-2
- Name two things that are done to the plane before the flight checking life jackets check seat blet
- Who is in charge of the plane? Pilot co-Pilot
- What is the most important job the pilot does?

  fly the air plan
- Name two things a stewardess does serve food

  and Help people
- Who else works on the plane? the navigator

  the stewardess Pilot co-Pilot
- How many passengers can the plane carry? 122
- What is the cruising speed of the plane? 575
- What is the control tower? tell directionts
- What kind of job would you like to have at the airport?

  I like be a Pilot
- Instead of using airplanes, how did ancient Hawaiians travel? canoes
- How do you suppose ancient Navajos traveled? horses
- The name of the pilot is Higbey
- The names of the stewardesses are Sharon, Penny

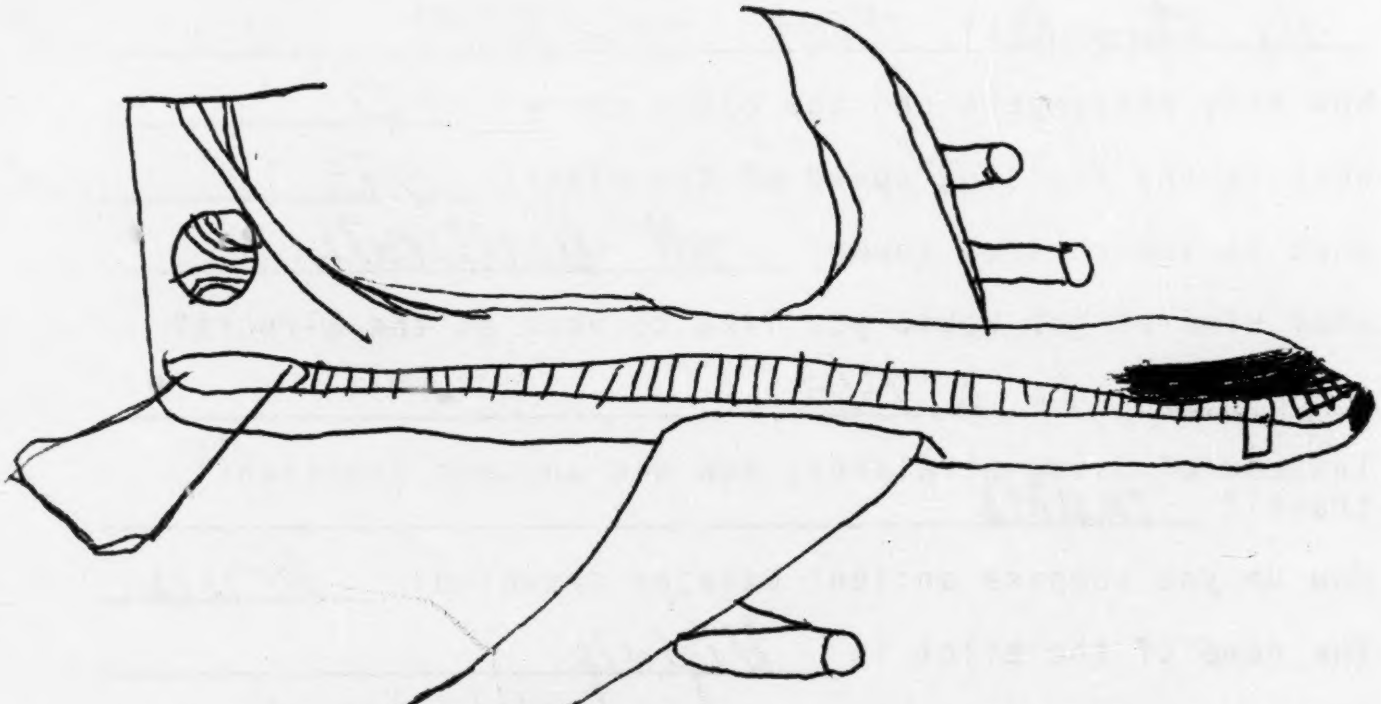
  ank, Sharon

- The name of the co-pilot is Ray
- Where do the airplanes stay when they are not flying?

  on the airport hager

Suggestions for Creative Activities:

- Draw a picture of the inside of the airplane.
- Take a photograph of Los Angeles Airport.
- Write a paragraph about what you saw at Los Angeles Airport.



Date March 19, 1970

LOS ANGELES AND BEYOND

Fill in the blanks and write short answers.

- Time we landed at Los Angeles Airport 6:00 a.m.
- We had breakfast at continental cafteria
- What I had for breakfast donuts - coco - juice
- We are traveling to Arizona by continental bus.
- The name of the bus driver is Harold atkins
- Which do you think cost more: the plane fare or the bus fare? plane
- Why do you think it costs more? the plane travel faster
- Which would take longer to travel from one state to another: in a bus or in an airplane? a bus
- We ate lunch at Lee and Loens
- Some of the interesting towns we passed on the bus trip were Needles Los Angeles Flag staff
- Something interesting I saw from the bus was [redacted] the snow on the mountain and the birds
- What was the land like in California? it's nice and it's real big and tall building
- What is the land like in Arizona? Tell how it is different from Hawaii? it has snow and the clock is different time then us
- Time we arrived at Toyei Boarding School 3:00 a.m.

Date March 21, 1970

NAVAJO HISTORY

Navajo legends tell us that the Indians came from underground. However, scientists say they came across the Bering Strait.

The Navajos are recognized as a group coming from Dinetaa, or Old Navajo Country, located in northwest New Mexico and Southwest Colorado. The first Navajo history dates back to the 15th century. From their early locations the Navajos spread to Navajo Country today, which includes Arizona, New Mexico, Utah, and Colorado. By 1600 the Navajos were a powerful and aggressive tribe, and were known as raiders.

The Navajos got sheep and horses from the Spanish in the 17th century. Tending sheep and horses is still one of their main occupations. The Navajos were also given their name NAVAJO by the Spanish. HOWEVER, The Navajos call themselves DeNa meaning the people.

Eventually the United States became a nation and made some 8 treaties with the Navajos. As time passed none of the treaties were honored. Kit Carson started a campaign to kill all the Navajos. He burned their hogans, cornfields, and orchards. He killed their horses, sheep and livestock. Many Navajos fled from Kit Carson and hid in the high mountains of their early people, or in deep canyons. Others surrendered and had to walk to Fort Sumner. After being imprisoned four years, they pled to return to their homes. The Navajos were finally allowed to return to Navajo Country in 1868-

In a little over 100 years they have greatly progressed. The Navajo reservation is the largest of all Indian reservations. It is 14,450,364 acres. There are approximately 118,500 Navajos living on it.

- Navajos say they came from underground
- Scientists tell us they came from Bering strait
- By 1600 the Navajos were known as raiders
- Who gave the Navajos their name the Spanish
- What do Navajos call themselves dena

- What is the main occupation of the Navajos? raise sheep and horses
- How many treaties were made with the Navajos 8
- Who led the campaign to kill the Navajos Kitcarson
- Name the largest Indian Reservation Navajo
- How many Navajos live on the reservation 118,500

Date March 22, 1970

NAVAJO WEAVING

The Navajo Indians are widely known for their superb weaving, silversmithing and work with turquoise.

The Navajos acquired sheep from the Spanish, and became interested in using the wool from the sheep. They learned the art of weaving from the neighboring Pueblos Indians. The Navajo women became so skilled in weaving that they made Navajo blankets for themselves and also to trade for other goods.

The women used plants, leaves, clay and vegetables to dye the wool so they could have bright colors to weave with. By 1800 dyed yarn was available for weaving. Just about this same time commercial blankets were available, and the people weren't interested in buying Navajo blankets. So the Navajos started weaving rugs. The favorite colors for rugs include: red, black, white, and gray. There are also many styles and patterns of rugs depending on the area they come from.

- The Navajos are widely known for superb weaving silver smithing and work with trquoise
- Who did the Navajos get sheep from Spanish
- What other Indians taught the Navajos to weave ______
- What was used to dye the wool plants, leaves clay, and Vegetables

- Besides blankets, Navajos also weave rug
- The old fashioned colors for rugs are red
black, white. and gray

Date March 23,1970

NAVAJO SILVERSMITHING

Silversmithing is the art of hand making jewelry from silver. This interesting work was taught to the Navajos by the Mexicans.

The Navajos used American and Mexican coins to make silver jewelry. They learned to engrave designs in sandstone, and then pour the hot melted silver into the designs they engraved. This method is called cast jewelry. The other method of making jewelry is called overlay. It is when two pieces of silver are laid on top of each other and melted together.

Before long the Navajos started using turquoise in jewelry. Turquoise is a blue-green stone which is set in the silver The first Navajo to set turquoise in silver is Atsidi Chon, who made a ring set in 1880. Now, most Navajo jewelry has turquoise, garnets, glass, or abalone shell set in the silver.

The Navajos also used stamps to make designs in their silver work. Some of these design stamps came from Mexicans who used them with leatherwork. Most pieces of jewelry today are stamped with a mark to guarantee use of sterling and that the item is hand made by an Indian.

Today silversmith articles include: belts, pins, bracelets, rings, buckles, table silverware, and goblets.

- From who did the Navajos learn silversmithing Mexicans
- What did the Navajos use to make the silver jewelry
American and Mexican coin to make silver jewelry
- What are the two methods of silversmithing cast
jewelry overlay
- What is turquoise blue-green stone

Date March 20, 1970

THE FIRST DAY AT TOYEI

- Last night was the first night you slept at the Boarding School. Write about interesting things you did.

  I gave one of the Indian my hat
  And the interesting thing I sow less night
  is snow

- How did you feel about sleeping at the Boarding School?

  it was funny because the Indains was up
  and they was looking at me

- Today you might visit a Navajo house. It is called a hogan.

- What are these houses made of? mud and wood

Suggested creative Activities:

- Draw a picture of your room at the Boarding School.
- Draw a picture of a hogan.
- Take a photograph of a hogan
- Take one or two photographs of some Navajo friends.
- Remember to write the names and addresses of new friends on the special page at the back of your logbook.
- Remember to write any Indian words you learn on the special page at the back of your logbook.

CLASSROOM VISITATIONS

Each time you visit a classroom, complete the tables below:

- The date I visited a classroom March 23, 1970
- The teacher's name was Safford
- The students were studying about reading
- What I did in the classroom tell then if they
  saw a whale or a pineapples

- The date I visited a classroom March 24, 1970
- The teacher's name was Prima
- The students were studying about reading about
  The Trolley Car Family
- What I did in the classroom talk about our
  island and talk about pinapple,
  coconuts; and flowers

- The date I visited a classroom march 24, 1970
- The teacher's name was Mrs. Vaun
- The students were studying about maps
- What I did in the classroom we dance for them and

we gave peappouith coconut chips

Suggestions for creative activities:

- Draw pictures of the classroom.
- Write a story telling how the classes were the same and different than your own class in Hawaii.
- Take one or two photographs of interesting things you saw.

Date March 22, 1970

THE SECOND DAY

- Today we visited canyon de chelly
- We left Toyei at 9:00am. We arrived back at 5:00p.m.
- It took us 8 hours.
- Interesting sights you saw from the bus I saw horse and sheep
- Some towns we passed through chinle steam boat
- What you learned today erosion how did the canyon from, Indain's used lived on the wall's.

Suggestions for creative activities:

- Draw a picture of what you enjoyed doing the most today.
- Write a paragraph about what you liked the most today.
- Take a photograph of something or someone interesting.

Date March 23, 1970

MONUMENT VALLEY NATIONAL MONUMENT

Monument Valley is found in upper Arizona, or northeast Arizona. The Valley is found right next to the Utah border.

Nature has taken 25 million years to make Monument Valley. Once it was a flat land covered with the sea. Then violent earthquakes and cracking of the earth occurred. The sea rolled away and left a tumbled, broken land. Thousands of years of wind and rain, heat and cold, have worn away the soft ground to carve the monuments. These monuments are the tall spires and arches and caves you see today.

The first people to live in Monument Valley were the Anasazi Indians. After the Anasazi Indians came the Navajo Indians who still live in Monument Valley today. They call the valley "The Place Where Rocks Stand Up".

Mr. and Mrs. Harry Goulding were the first white people to live in the Valley. Like many others who have seen the valley before and since, the Gouldings loved it because of the many beautiful colors.

- Monument Valley is located in Arizona and right next to the state of utah
- Monument Valley is about 25 millions of years old.
- The Goulding were the first white people to live there.
- anasazi were the first people to live in the valley.
- When the Valley was only flat land, it was covered with sea
- The Navajos call Monument Valley the place where rocks stand up

Suggestions for creative activities:

- Write an imaginary story of what it would be like if you were lost in Monument Valley.
- What do the shapes of the monuments remind you of?

- Draw a picture of one of the monuments you saw.
- Take a photograph of something interesting.
- Make a list of new highway signs you saw along the way.

Date March 23, 1970

WINDOW ROCK, ARIZONA

The Navajo Indians live on Indian Reservations in four states. These states are Arizona, Utah, New Mexico, and Colorado. The capitol city of the State of Arizona is at Phoenix, but the Navajo people have their own capitol at Window Rock in Arizona for all the Navajo people from the four states.

A capitol is where government buildings and offices are located. Window Rock is the location of the Navajo Central Agency buildings. These buildings were built to take place of the many different offices scattered throughout the Navajo Reservations. Some of these offices are the Navajo Agency, Tribal Administration offices, and the Council Chamber. These new flat-roofed buildings were designed in the Indian style. These buildings are found near smoothed sandstone hills called the "Haystacks".

Window Rock got its name from a famous landmark which overlooks it. This landmark is made out of sandstone and is shaped like a large rock with a hole in it like a window. This "window" gives Window Rock its name.

- Window Rock is the Navajo Capitol of the world.
- Arizona, Utah, new mexico and Colorado are the four states where the Navajo reservations are located.
- Window Rock got its name from a landmark made of sand stone
- The Navaho central agency Buildings are located in Window Rock, Arizona.
- These new buildings are designed in the Indain style.
- Close by these buildings are hills called Hay stack

Date March 26, 1970

THE HAYRIDE

- Date when we went on a hayride march 24, 1970
- Time 2:00 pm. to 4:00 p.m.
- What we did on the hayride we sat on the hay and go around bery the water tank
- What you liked best about the hayride is when we go fast

OTHER NIGHT TIME ACTIVITIES

Date	What I did
March 22	I went to play basketball
March 23	watch t.v. with the Indain
march 24	sleep 11:00 at night
March 25	working on my log book
March 26	talk stories with the Indain
march 27	go to sleep early

Suggestions for creative activities:

- Make up a legend of how a giant made Window Rock
- Draw two pictures, one of Window Rock and one of Haystacks
- Write a paragraph telling how Window Rock got its name.

Date March 26, 1970

PETRIFIED FOREST NATIONAL MONUMENT

An Indian legend tells of a goddess, hungry, cold, and tired, who was happy when she found hundreds of logs lying on the ground. She dilled a rabbit with her club and decided to build a fire with the logs to cook her rabbit. But the logs were too wet and would not burn. She became so angry, she cursed the logs and turned them to stone so they would never ever burn.

Scientists have a different story. The scientists, who are called geologists, say that over 150 million years ago, the area was a living forest in a valley with many streams. The trees in the forest were like the trees we have in Hawaii called Norfolk Pine. Slowly the streams carried sand to the valley until the tree trunks were covered by 3,000 feet of sand. Some tree trunks rotted away but others were turned to stone by the minerals in the water that soaked the trunks for millions of years.

A shallow ocean covered most of Arizona until 60 million years ago when mountain building caused the water to drain away. Water and wind began uncovering the trees from the sand. This action of wearing away soil by water and wind is called erosion. Look for signs of erosion still going on today: canyons, strangely-shaped rocks, and gullies. Nature has been working for millions and millions of years.

There is a museum at the Petrified Forest and you can see displays about the forest, the Indians who lived there, and some pieces of the logs that turned to stone.

- The Petrified Forest was a living forest 150 million years ago.
- Until 60 million years, Arizona was the bottom of an ocean
- The petrified logs looked like Norfolk Pine trees when they were alive.
- Scientists who study the earth and its past are called geolgists
- Erosion is wearing away of soil by water and wind.

- Erosion by water and wind uncovered the logs.
- "Petrified" means turned in to stone

Suggestions for creative activities:

- Draw a picture of something interesting you saw at the Petrified Forest.
- Draw three pictures: one of what the Petrified Forest looked like 150 million years ago, another of how it looked while the trees were buried by sand and water, and another of how it looks today.
- Write your own legend to explain how the trees turned to stone.
- Take one or two photographs of interesting people or sights at the Petrified Forest.

Date March 26/1970

NAVAJO CEREMONIES

The three best known Navajo ceremonies are the Squaw Dance, the Veibichai, and the Fire Dance. In these ceremonies the Navajos sing and dance.

All ceremonies relate to "curing" a patient. The ceremonies come from legends that were handed down from the medicine man.

The Squaw Dance is a ceremony given for a person that went to war, or has had bad dreams. This ceremony lasts three days. The Yeibichai is a nine day ceremony. It is about how ghosts and supernatural beings affect the hero of the legends. The Fire Dance is so named because at one point in the dance the men put fire all over themselves. Also in this dance the men sometimes swallow arrows.

Besides singing and dancing at these ceremonies, the Medicine Man makes pictures called dry painting or sand painting. These pictures show the Holy People. They are made on the ground with pollen, meal, crushed flowers, charcoal, and minerals. After the picture is made the patient sits on it. When this part of the ceremony is over the painting is destroyed and returned to nature. The most important thing Navajos do is to achieve a balance with nature in their living. That means, not to take too much away from nature, and always return what you don't use.

WHEN YOU STUDENTS SEE ANY OF THESE CEREMONIES BE QUIET!! DO NOT LAUGH OR TALK, JUST SIT STILL.

- Name three Navajo ceremonies Squaw Dance, Yeibichai and Fire Dance
- All ceremonies relate to curing a patient
- The Squaw Dance is for a person who that went to war or has had bad dreams
- The dance about ghosts is the Yeibichai
- In what dance do the men use fire fire dances

- What are the two names of the pictures the medicine man makes dry painting and sand painting
- What is the most important thing Navajos do achieve a balance with nature in their living

Date March 26, 1970

TRIBAL LEADER'S DAY

Navajo and Hopi Indians from the area surrounding Toyei Boarding School will present an Indian-style "luau"/ "hoolaulea". Perhaps you can tell some of your new friends about a Hawaiian laua you have attended, and about the kinds of food and entertainment you have had. Watch for things that are like and things that may be different to a Hawaiian luau when you go to Tribal Leader's Day.

- List some new foods you ate during Tribal Leader's Day Barbeque

  sheep, barbecue beef and Navajo bread
- List things at the Barbecue that were like a luau.

  a potato cake ______ and ______
- List things at the Barbecue that were different from a luau.

  cook the sheep different then Hawaiian

  they did'nt put Rock in the hole
- List some interesting things or people you saw today.

  eagle Dance eagle feathers

  War Dance Hoop Dance

Suggestions for creative activities

- List the names and addresses of Indian leaders on the special page at the back of your logbook so you may write them and thank them for inviting you.
- List the Indian words you learned today.

Date March 2 1970

METEOR CRATER

Scientists who study the earth, the geologists, don't get to see visitors from outer space very often. In Arizona, however, we had visitors from space --- about 50,000 years ago. No, they were not Martians or other space creatures. The visitors from space who landed in Arizona were meteors. A meteor is a lump or speck of dust, iron, rock, or glass from space that comes into the Earth's atmosphere. If a meteor hits the Earth, it is called a meteorite.

The meteors that hit Arizona weighed altogether about 10 tons or 20,000 pounds. When they hit the ground, they made a hole or crater a mile wide and about 570 feet deep. This crater is called Meteor Crater.

Some of the pieces of the meteorites have been found, but many others are believed to be still buried.

It must have been quite a sight to see the meteors fall. But 50,000 years ago there was nobody in Arizona to watch!

- A meteorite actually hits the Earth, while a meteor only enters the Earth's atmosphere.
- About 50,000 years ago, a cluster of meteors hit Arizona and made meteor crater
- A meteor is a lump or speck of dust, iron rock or glass
- Meteor Crater is about 570 feet deep and a mile wide across.

Suggestions for creative activities

- Draw a picture of what the skies looked like when the meteors fell in Arizona and you had been there to see.
- Write a story about something interesting or someone you met at Meteor Crater
- Take a photograph of Meteor Crater.

Date March 28, 1970

WALNUT CANYON NATIONAL MONUMENT

Once again, nature's erosion has carved away stone to make another natural wonder. Walnut Canyon was carved by water cutting through limestone. Limestone is usually fromed at the bottom and shores of an ocean. Hawaii has limestone formed this way. However, Hawaii's limestone, which is from ancient reefs, is a baby compared to limestone in Arizona. Hawaiian limestone is about 1 million years old --- Linestone in Arizona is about 60 million years old. Limestone in Arizona is so old that you can still see the remains and skeletons of ancient sea animals and shells in them. Look closely while you visit Walnut Canyon and you can see these ancient skeletons.

About 1,000 years ago, Indians came to Walnut Canyon and built houses along the sides and cliffs of the Canyon. These houses are called "cliff dwellings". The Indians left these houses about 9000 years ago because the rains stopped and the rivers dried up.

- Erosion is nature's way to wear away land.
- Limestone is found in Arizona, Hawaii, and other places.
- Arizona's limestone is older (older or younger) than Hawaii's
- Houses on cliffs are called cliff dwelling

Suggestions for creative activities:

- Draw a picture of the cliff houses in Walnut Canyon.
- Write a story of what it was like to live in the cliff dwellings.
- Write a paragraph telling how the Indians carried water to their cliff houses.
- Write a story to tell how you would have felt if you were one of the Indians and had to leave your home.

Date March 28/1970

GRAND CANYON NATIONAL PARK

About sever or eight million years ago, the Colorado River started to wear away soil as it flowed 2,000 miles to the sea. Very slowly, over a period of many hundreds of years, the river flowed and plowed a deeper and deeper path in the earth. This deep path made by the Colorado River we now call the Grand Canyon. Today you can still see part of the Colorado River winding its way through the canyon and still carving a deeper path.

A Spanish explorer called Don Lopez de Cardenas was the first white man to report about seeing the Grand Canyon in 1540. Before this, only the Indians knew about the Canyon.

There are many Indian tribes living in the region around the Grand Canyon today. The Navajo, Hopi, Paiute, Havasupai, and the Hualapai tribes still live in this region.

The Grand Canyon is now about 217 miles long and from 4-20 miles wide. The only bridge crossing the Colorado River in the Canyon is called the Kaibab Suspension Bridge.

Many scientists are interested in the Grand Canyon. They study rocks and skeletons of animals hundreds of years old that have been uncovered through the layers of soil. They also are interested in the many kinds of animals living there and the different kinds of climates in the Canyon.

During your visit to Grand Canyon National Park, think about what you have learned about the area. Keep your eyes, ears, and noses open wide so you can see, smell and hear all the colors, animals, sights and sounds in the Grand Canyon. Have fun!

- The Grand Canyon was formed by the colorado River.
- The Grand Canyon is about 7or8 million years old.
- The first white man to see the canyon was Don Lopez
- The Colorado River flows through the Grand Canyon on its way to the sea.
- The Grand Canyon is 217 miles long and between 4

and 20 miles wide.

- The Kaibab Suspension is the only bridge that crosses the river in the Grand Canyon.
- The Colorado River is about 2000 miles long from beginning to end.
- Besides being an interesting place to visit, the Grand Canyon is studied by scientists, who study rock and skeletons of animals
- List below:

Interesting smells

Interesting colors

Interesting sounds

Interesting sights

pinecone
spruce
manure
peanuts

Suggestions for Creative Activities:

- Draw a picture of something you saw, heard, or smelled.
- Write a short story of something that happened to you or someone else at the Grand Canyon.
- Write an imaginary story of how the Canyon may have been made by an animal.
- List below different animals or trees you saw.
- Take one or two interesting people or sights for photographs.

Date March 29, 1970

MULES

Mules are offspring of a mare (female horse) and a jackass (male donkey). The offspring of a jenny (female donkey) and a stallion (mare horse) are called "hinneys", not mules.

The mule is a little like both parents. When you see a mule, see if you can recognize how it is like its father and how it is like its mother. Like its father the jackass, it has long ears, a short mane, slender legs, small hoofs, and a tail with tufts of long hairs at the end. Also like the jackass, it has a braying voice, can climb steep paths, and can save its strength to work for a long period of time. It also is as stubborn as the jackass.

Like its mother the mare, it is large and has a well-shaped body. It has strong muscles, and has about the same height and weight like its mother.

The mule is a strong animal and does not often get sick. It pulls loads more slowly than a horse but is more sure-footed and can work longer and under harder conditions than a horse can. However, the mule cannot have children except in some very rare cases.

Because of its strength and endurance, the mule is a popular animal for work on farms, in mines, and on construction camps. It is also used as a pack animal for steep mountain trails like the trails in Waipio Valley in Hawaii and the Grand Canyon.

You may have a chance to ride a mule into the Grand Canyon. Think of what you have learned about the mule as you ride.

Read and circle all statements that correctly complete each sentence. There are several answers for each question.

- Mules are offspring of a
  - jenny and a stallion
  - stallion and a jackass
  - hinney and a mare
  - female donkey and a male horse
  - [✓ mare and a jackass]
  - mare and a stallion
- A mule has
  - [✓ ears like a donkey]

- mane like a horse
- [✓ voice like a donkey]
- tail like a horse
- [✓ temper like a donkey]
- [✓ body like a horse]

- Mules are
  - [✓ as strong as horses]
  - [✓ slower than horses but can work longer]
  - not as sure-footed as horses
  - [✓ much smaller than horses]
  - more sickly than horses
  - better parents than horses are

Suggestions for creative activities

- Draw a picture of a mule
- Draw a picture of something or someone interesting you saw on the trip.
- Write a story about what you saw, smelled, felt, or heard.
- Write an imaginary story about being lost in the Canyon.
- Write an imaginary story about a mule.
- Take one or two photographs of interestings sights or people.

Date March 29, 1970

EASTER SUNRISE SERVICE AT GRAND CANYON

- What I saw planty people and the canyon and a bird and [illegible] some mule's.
- Interesting sounds I heard a Robin bird and the wind and tree shaking
- Interesting colors I saw white, brwon, green, red, blue, yellow
- What I enjoyed the most when I saw the small boy fill of the tree, I'd laugh
- How I felt I filt cold and my nose was cold

Date ____________________

LAKE POWELL AND GLEN CANYON DAM

- On the way we passed ____________________
- Interesting sights, sounds, colors, smells were ____________________
- At Lake Powell I learned we did'nt go becaues of the snow was so deep.
- At Glen Canyon Dam I learned ____________________

Suggestions for creative activities

- Write a real story about Glen Canyon or Lake Powell.
- Write an imaginary story about how Lake Powell may have been formed.
- Draw pictures of something you saw, heard, smelled, or how you felt today.
- Take one or two photographs of interesting sights and people.

Date March 31, 1970

HOOVER DAM

Today we are going to Los Angeles. Tomorrow we will visit Disneyland and then fly home. But before that we have a long trip ahead of us. The trip will be just as long as the bus trip when we came from Los Angeles, but we will be visiting Hoover Dam on the way to Los Angeles.

Do you remember the muddy Colorado River? That's right, it is the river that flows through the Grand Canyon. Where do you think all the dirt from the Grand Canyon that is carried by the Colorado River goes? Dirt and mud that is carried by a river and is piled up is called silt. Silt from the Colorado River piled up from thousands of years ago and filled in the upper end of the Gulf of California. This silt helped to form the Imperial Valley of California, which has a very rich farmland because silt is rich in minerals.

However, the Colorado River was slowly wearing away the soil along the river beds. This erosion caused floods because so much soil was taken away and there was nothing to "hold" the water when it rained.

In 1931, the Hoover Dam was started to prevent erosion and floods. The dam was finished in 1936 and cost about $175,000,000. Hoover Dam is 727 feet high, 660 feet thick at the bottom, and 1,244 feet long at the top.

Hoover dam does four things: It helps to prevent floods. It helps to prevent erosion. It acts as a place to store water until it is needed, and it provides electric power.

- Hoover Dam is in the State of Nevada
- Silt is dirt and mud
- Erosion is wearing away of land
- Silt makes good farmland because is rich in minerals
- 2 things the Hoover Dam helps to provide It help's to prevent erosion
It acts as a place to store water until it is needed

Date April 1, 1970

LOS ANGELES

- Name of the people you stayed with in Los Angeles

Cathy Hemphill

- Address of the people you stayed with in Los Angeles

212 Rosecrans Place
Manhattan Beach, Calif 90266

- Remember to write them a thank you, when you return to Hawaii.
- What you did during your stay with your hosts

Dance for them
Show them our logbook

- How Los Angeles is like Honolulu

they are cities they are both near the water

Date April 2, 1970

DISNEYLAND

- Get a free copy of "Your Guide to Disneyland" which is available at the entrance.
- On the map on pages 14 and 15 of the "Guide", mark all the different lands you visited.
- Starting on page 5 of your guidebook, put an X next to each ride you went on and each attraction you visited.
- During the busride to the airport, tape the guidebook into your logbook.
- What was your favorite land Tomorrowland
- What was your favorite ride Matterhorn Bobsleds
- What are some other things you enjoyed at Disneyland

Autopias Haunted Mansion Pirates of the Caribbean

- How many states did you visit on this trip?
- Name the states you visited 3 - Califorena, arigona New mexico
- Write a paragraph about Disneyland I like best the matterhorn it was fun and I rode one it two time. Even the autopeias and the Hauntch Castle was kind of spooky. And we rode nine rides And before we left Disneyland I bought a big lolli pop and a badge

Date April 2, 1970

ON THE AIRPLANE HOME

- Time we left Los Angeles 5:00 p.m.
- Name of the airlines Continental Air lines
- Expected arrival time at Honolulu 8:30 p.m.
- Check to see that you have completed all the work in this logbook.
- After you have completed all the work in your logbook, give it to your chaperone. Your logbook will be returned to you after it has been re-checked.

Date March 27, 1970

ARIZONA SNOW BOWL

A ski lift carries people up to the ski slopes where there is plenty of snow during the winter time. The Snow Bowl lift is 7,000 feet long. You can either ski down, or ride the lift back down.

Write a paragraph telling what you did at the Snow Bowl.

I kid at go to the snow bowl
I went to Mrs. Warley but I played
snow at toyei bording school

NORTHERN ARIZONA STATE UNIVERSITY

Date ____________

List interesting things you saw at the University.

NEW FRIENDS

NAME	ADDRESS
Ronald	p.o. box 363 toyei bording school
Milven	p.o. box 363 toyei bording school
Ray	p.o. box 23 86505 toyei bording school
Roy	p.o. box 7092 toyei bording school
Martin	L.a trand post toyei bording school

My name is Jerrit Rita Dennis
My address is 84-434 Makaha Valley Road

INDIAN WORDS I LEARNED

Indian Word	Meaning	How I learned it
Ya at eeh	Hello	Ronald
Ha ko	come	Melvin
nee ta	wake up	Ray
de be	sheep	Ronald
yeigo	loud	Roy
mutton	sheep meat	Melvin
ha go na	good bey	Martin K
yo's	snow	Ray
gai	rabbit	Roy

About Hunting March 22, 1970

Helping the Indain chase thy wild hogs and the wild horses and help one big Indain to catch rabblets and catch birds and crows.

About Canyon de chelly March 22, 1970

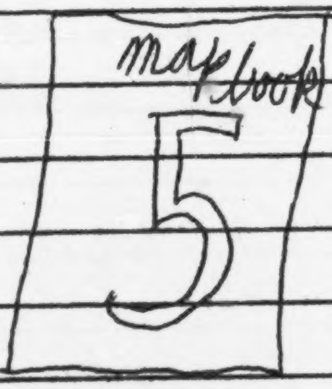
At canyon de chelly I found a round rock and canyon de chelly is very deep And, at canyon de chelly the wtter are real cold and I saw a hawk and some crows.

Tribal Leader's Day March 26, 1970

I like the eagle dance
And when the men dana
And I like our program
And some of my friend went for Easter vacation. And some of my friend went home yesterday and some of them went home today. And we was playing pool. And I like the lunch today. I and the line were so long. Mr. Kynkofs let me cut in the line.

In the class room March 24, 1970

I saw different kinds of books.
And different kinds of work.
And I saw same kind map book
like ours.



Sedona Arizona March 27, 1970

The interesting thing that I saw
today was the catholic church. It was
called the chapel of the holy Cross
And it was bill in two rock
And the most interesting thing that I
saw was the Oak Creek Canyon. and
we went to a lady house and it
is big and nice. And I found an
Pitrified sea shell at the lady house
And I saw an rock called tea Pot rock
and the lady told that the rock look
like an lady sheep are laying down.

The Hopi Dance March 3, 1970

I like the Hopi dance because I'd never seen a Hopi dana before And when they are dancing the snow dance because it snowing and snowing harder and harder and it was sore when it was snowing

Leaving Hopi March 3, 1970

We went to breakfast and I did my logbook. And I'd clean the side walk and after. And we went to pack our suit case. And we went to a school name Indain Dorm at Flagstaff. And we left Flagstaff 3:00 in the morning.

EDWARD J. MC GRATH JR........Director

RAYMOND ST. GERMAIN..........1st Associate Director

KENNETH M. BREWER............2nd Associate Director

KAREN L. MC GRATH............Secretary

CAROL (KIDO) BURKE...........Treasurer

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